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ABSTRACT

Presented in the bibliography is information on approximately 60 commercially distributed instruction materials or programs appropriate for use with handicapped preschool children. Program summaries are grouped into the following categories: gross motor, fine motor, perception, reasoning, language, social, infants, and core (covering three or more developmental areas). Summaries are arranged alphabetically by author or developer within each section and usually include author, title, data, purpose, a nonevaluative description, name and address of vendor, ordering information, and cost. (DB)

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Early Childhood Curriculum Materials

An Annotated Bibliography

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Introduction

In planning educational services for young handicapped children, it is helpful to have available a great deal of information concerning curriculum activities, procedures, materials, and programs. Even though most programs for young children are not built totally around commercial materials, many programs do successfully utilize them for specific aspects of their curriculum.

This bibliography, therefore, has been compiled to provide an overview of the purpose and the content of commercially distributed curriculum programs that can be used with young children and can be adapted for use with young handicapped children. Based on these descriptions, you should be able to make decisions about which programs to explore further. We would advise that, whenever possible, decisions to purchase should be made after reviewing the actual product.

It is not our intent to make evaluative judgments concerning the relative value of programs presented here or to advocate a particular approach. We have included programs that have potential for use in preschool programming for handicapped children, in addition to their use with normally developing children. However, we have not attempted to delineate or describe how the programs can be adapted for various learning characteristics of handicapped children, and we do not propose that every program included here can be adapted for every child.

The programs described in this bibliography have been grouped into chapters according to the developmental area that is most emphasized by the programs themselves: gross motor; fine motor; perception; reasoning; language (receptive and expressive); and social. Entries are arranged alphabetically by author in each of these chapters. Even though most of these programs can be divided across developmental areas, many programs address more than just one area of development. In fact, as children are involved in learning situations where programs are used, there is no doubt that several of these developmental areas are interacting as the child participates. However, for planning purposes it is desirable to look at the prime or main function of the program. To this end, there are a number of programs that were designed to cover three or more developmental areas and to provide a "core" of these activities for the entire curriculum. Descriptions of these programs may be found in section VIII of this bibliography. We have also included a brief section of programs designed especially for use with infants. For additional information on infant programs and materials, write to TADS and request a copy of THE INFANT BIBLIOGRAPHY, Tadscript Number Six.

A final word about costs. The costs listed are based upon information available at this printing. They are, however, subject to change -- in all probability upward.

David L. Lillie
Director, Technical Assistance Development Systems

Gross Motor

Cratty, Bryant J. Perceptual and Motor Development in Infants and Children. 1970.

Purpose
This text provides information on pertinent findings of research on perceptual and motor development in infants and children. It was written primarily for special educators, physical educators, and others in the field of education.

Description
In general, this text deals with behavior rather than the underlying neurological, biochemical, and anatomical bases for behavior. A few example activities are given.

Vendor
The Macmillan Company
Front & Brown Street
Riverside, New Jersey 08075
Catalog number 32553
$4.95 (school price)

Frostig, Marianne and Maslow, Phyllis. FROSTIG MOVE-GROW-LEARN PROGRAM. 1969.

Purpose
Designed for use by classroom teachers, the MOVE-GROW-LEARN PROGRAM (MGL) is a new movement education program which is intended to enhance the total development of preschool and primary school children. In addition to promoting good health, a sense of physical well-being, and the development of sensory motor skills, MGL helps children develop self-awareness, the awareness of time and space, the ability to communicate, the ability to interact with others, the ability to perceive self in relation to the environment, the ability to solve problems, and the ability to learn.

Description
MGL activities are printed on 181 color-coded 4 x 6 inch cards, which are packed in convenient storage files. MGL includes activities in body awareness, coordination, agility, strength, flexibility, balance, and creative movement. The 64-page Teacher's Guide includes practical guidelines to ensure full participation by all students, specific recommendations for adapting the program to available space, and a list of recommended but not required equipment.

Vendor
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607
Catalog number 3530
$11.58

Kephart, Newell C. The Slow Learner in the Classroom. Second Edition, 1971.

Purpose
The Slow Learner in the Classroom provides the teacher with perceptual-motor activities which can be used for remediation of learning disabilities in children.

Description
This volume addresses itself to two basic competencies which the teacher of the slow learner needs: an understanding of physical skill development which permits appropriate interpretation of the learning behavior of children, and a repertory of techniques by which information can be presented in various ways. Classroom activities are included in the book.

Vendor
Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216
Catalog number 9196
$10.95

Linford, Anthony and Jeanrenaud, Claudine. Motor Performance and Recreation Instruction, Part IV of SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM. 1972 (Experimental Edition).

Purpose
THE ILLINOIS PROGRAM is a curriculum which emphasizes the development of simple, widely applicable, and specific gross and fine motor skills and recreational skills in young retarded children. A discussion of the section on fine motor skills appears in the "Fine Motor" chapter of this bibliography.

Description
The lessons on gross motor skills have been grouped into two sections: one on basic movement and one on rhythm as it pertains to gross motor development. Included are lessons for the following skills: walking, marching, kicking, throwing, pulling, pushing, rolling, jumping, crawling, hopping, climbing, swinging, squatting, catching, kneeling, hitting, running, hanging, and walking on a balance beam. Each lesson is presented in detail in a specific

format. The objectives of each lesson give the terminal behaviors required from the child when the final task request is mastered; and the rationale for teaching each skill is given, together with the prerequisite skills that the child should possess, if he is to have a reasonable chance of mastering the task requests. All required materials and special room or setting preparations are listed.

Vendor
Interstate Printers, Inc.
1927 North Jackson
Danville, Illinois 61832
Catalog number 1560
$2.50

Fine Motor

Braley, William T.; Konicki, Geraldine; and Leedy, Catherine. Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Preschool Children. 1968.

Purpose
The purpose of this manual is to present daily activities to aid the preschool child in developing perceptual awareness and motor ability. The activities are designed to be integrated with the daily curriculum and materials used in preschool centers.

Description
The Handbook contains daily lesson plans for the teacher to follow. Comprehensive evaluations are included at the end of each week so that the teacher may check the children's progress during the thirty-four week training period. Activities aid in the development of the following skills: body image, eye-hand coordination, form perception, basic body movement, and balance.

Vendor
Education Activities, Inc.
P. O. Box 392
Freeport, New York 11520
Catalog number 525
$5.25

Dubnoff, Belle and Chambers, Irene. DUBNOFF SCHOOL PROGRAM I: PERCEPTUAL-MOTOR EXERCISES, Level III. 1968.

Purpose
The purpose of this program is to help children who have perceptual disabilities develop the skills which are necessary for reading and writing.

Description
This program consists of three levels of perceptual-motor exercises. Levels I and II focus primarily on perceptual skills and are discussed in the "Perception" chapter of this bibliography. Level III is a complete prewriting curriculum for developing directional orientation, figure-ground perception, discrimination of detail, eye-hand coordination, and fine motor control for writing. Included in Level III are 124 worksheets which can be used to help children develop the ability to recognize and reproduce within ruled lines all upper and lower case letters and numerals.

This program emphasizes skill development in the following areas: visual-motor, form discrimination, form conceptualization, form constancy, figure-ground discrimination, left-right sequencing, crossing the midline, directional orientation, spatial orientation, body position in space, and eye-hand coordination.

Vendor
Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Catalog numbers:			
	21-110	Level I	$15.00
	21-120	Level II	17.00
	21-130	Level III	17.00

Hatten, Daniel; Pezzatt, Frank; and Pelkowski, Jerome. ERIE PROGRAM I, Part III. 1969.

Purpose
This program was designed for preschool, kindergarten, and particularly for primary school children who are having difficulty in developing reading skills.

Description
Specific skills worked with in this four part program are: form discrimination, form constancy, position in space, form conceptualization, form sequencing, left-right sequencing, crossing the midline, figure-ground discrimination, visual-motor exercises, tactile discrimination, and kinesthetic discrimination. Parts I, II, and IV are described in the "Perception" chapter of this bibliography.

Part III, which relates specifically to the development of fine motor skills, includes visual-motor template forms, a set of six student workbooks, and six eraser pencils. The beginning activities involve tracing shapes within the templates. Later activities are done with worksheets as tactile and visual guidelines are reduced. The instructor's guide contains the rationale and instructions for all procedures used.

Vendor
Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Catalog number 35-530
Part III, $16.00

Linford, Anthony and Jeanrenaud, Claudine. Motor Performance and Recreation Instruction, Part IV of SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM. 1972 (Experimental Edition).

Purpose
THE ILLINOIS PROGRAM is a curriculum which emphasizes the development of simple, widely applicable, and specific gross and fine motor skills and

recreational skills in young retarded children. A discussion of the gross motor section appears in the "Gross Motor" chapter of this bibliography.

Description
The fine motor lessons are included in the chapters entitled "Arts and Crafts," and "Miscellaneous Activities." The activities which are included are drawing, clay modeling, pasting, cutting, paper tearing, putting on and taking off bottle tops, bead threading, and other activities requiring fine motor skills. For each lesson in the curriculum the following are given: the objective, the required terminal behaviors, the rationale for teaching the skill, prerequisite skills, necessary materials, and a detailed teaching procedure. The teaching procedures are broken into several sub-tasks. A final section which lists advanced skills is attached to each lesson to provide suggestions for extending the learning activity.

Vendor
Interstate Printers, Inc.
1927 North Jackson
Danville, Illinois 61832
Catalog number 1560
$2.50

Thurstone, Thelma G. and Lillie, David L. BEGINNING TO LEARN: FINE MOTOR SKILLS. 1970.

Purpose
The purpose of this program is to aid preschool and school age children in developing the fine motor skills necessary for printing and writing.

Description
This program was designed to be used with the LEARNING TO THINK SERIES workbooks (Thurstone, 1967) and to give more intense training in fine motor skills than is found in those workbooks. Lessons are arranged in order of difficulty. Skills emphasized include finger speed, arm and hand precision, arm steadiness, and hand and finger dexterity. Each student has his or her own book which includes the following activities: cutting, tracing, connecting dots, drawing lines (vertical, horizontal, diagonal), using templates, coloring, following a path with a pencil, and completing a figure. Transparencies are used occasionally to introduce or teach a lesson. A set of animal tracing boards is used as the culminating activity. The components of the program include one Children's Book, two sets of ten tracing boards, twenty sets of five plastic templates, ten transparencies, and one Teacher's Guide.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 3-7060 FINE MOTOR SKILLS (complete set includes a copy of the Children's Book)
$61.75 (school price)

Perception

Chambers, Irene. LET'S LOOK FOR PROGRAM: PROJECT ME. 1972.

Purpose

LET'S LOOK FOR PROGRAM: PROJECT ME assists each child in the development of visual and linguistic skills in preparation for formal learning experiences and helps him to become aware of his relationships to the people and objects in his own environment.

Description

Filmstrip pictures are projected on a floor-based screen, the "Learning Wall," from the rear of the room, thereby creating a total environment into which the child projects himself and with which he interacts. The child leaves his seat to touch and interact with the images, with other children, and with the teacher. Programmed response pictures offer the child immediate feedback as reinforcement. The child scans familiar pictures to develop visual skills. The five sequenced filmstrips move from simple to complex object identification and figure-ground discrimination. Specific experiences are offered with visual discrimination, visual-motor coordination, figure-ground discrimination, auditory discrimination, listening comprehension, thinking (comparing, classifying, sequencing, generalizing, abstracting), speaking, and creative expression.

The author believes that the principles of interacting with a floor-based, projected image allow the teaching of intermediate motor skills on a vertical plane, thus providing the child with an opportunity to make the transition from concrete to abstract experiences. The accompanying teacher's manual contains notes on teaching, a preview of the filmstrips, and suggested related activities. Also included is an evaluation filmstrip with suggested evaluation procedures.

Vendor

Bowmar
622 Rodier Drive
Glendale, California 91021

Catalog numbers:	764	Learning Wall	$125.00
	854	Films, Cassettes, Teacher's Guide	66.00

Cheves, Ruth. RUTH CHEVES PROGRAM I: VISUAL-MOTOR PERCEPTION. 1969.

Purpose

This visual-motor perception program is designed to foster the development of basic patterns of learning and an understanding of the concepts of spatial organization, sequences, geometric shapes, and associations. The program can be used with children in preschool through second grade.

Description

The program materials may be used for diagnosis, since they provide the teacher not only with a vehicle for assessing the developmental level of the child's visual-motor abilities but also with tasks to stimulate the learning process. The teacher's guide suggests precise steps for the teacher to use in each presentation and provides variations and suggestions for extended learning activities. The program consists of the following parts:

Form Puzzles which provides a variety of patterns and introduces concepts of basic forms, numbers, relationships of parts to the whole, spatial organization, and sequences.

Geometric Shapes and Associations which builds the concepts of shape, sameness and difference, position, order, quantity, and abstract associations.

Phonics Puzzles and Games which helps the child learn consonant sound blends and diagraphs.

Quantity and Number Relationships which helps build the concepts of quantitative progression, numerical sequence, and time.

Vendor

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Catalog number 10-100
$69.75

Developmental Learning Materials. BIG BOX: VISUAL PERCEPTION. 1974.

Purpose

This unit is designed to help children develop visual learning in six basic areas: 1) color, shape, size; 2) visual closure; 3) visual memory; 4) visual discrimination; 5) visual motor (fine); and 6) visual language concepts. The unit is intended to be a resource box of exercises and activities, and is not meant to represent an entire developmental program.

Description

The BIG BOX is a storage box which contains curriculum materials and activity cards which are guides for using those materials. The cards are divided into four methods of instruction: 1) adult to child; 2) child to child; 3) self-initiated; and 4) group activities.

The products included in the box are described below.

Catalog number	Products
315	Eye-Hand Integration Exercises helps to establish skills of left and right, up and down, and visual-motor integration.
289	Multivariant Sequencing Beads offers experiences in visual perception of form, size, and color.
290	Multivariant Sequencing Beads provides learning opportunities in categorizing and sequencing.
113	Large Parquetry (two sets) develops organization and spatial relations.
114	Large Parquetry Designs teaches the relationship of one form to another, visual sequencing, constancy of form, color matching, form matching, and spatial relationships through the child's use of blocks in different forms.
137	Clear Stencils provides training in the visual-motor skills and exercises for the student who has difficulty in differentiating background from foreground.
236	Multimoes helps the child develop skills in matching colors, shapes, and sizes.
288	Size Sequencing Cards develops skills in recognition and organization of objects in sequential patterns.
305	Halves to Whole Cards teaches the child visual discrimination by having him pair upper and lower halves of cut cards so that pictures of objects are reassembled.
157	Association Picture Cards III provides practice in association, categorization, and language.
127	Sequential Picture Cards I develops basic skills in sequencing.

Catalog number	Products
161	Sequential Picture Cards II develops basic skills in sequencing.
341	Basic Cut Puzzles is useful in the development of eye-hand coordination, visual discrimination and closure, and part-whole relationships.
286	Sorting and Grouping Tray can be used in categorization of color, shape, or size.
308, 309, 310	Visual Discrimination Flip Book (I, II, III) develops visual discrimination skills.
292	Symmetrical Match Up stresses visual discrimination skills and perceptual constancy and is useful in both concept and language development.
181	Visual Memory Cards (I and II) develops visual memory, including differentiation, sequencing, and recall.

Vendor
Developmental Learning Materials
7740 Natchez Avenue
Niles, Illinois 60648
Catalog number 348 (for complete BIG BOX: VISUAL PERCEPTION including 140 Activity Cards)
$65.00

Dubnoff, Belle and Chambers, Irene. DUBNOFF SCHOOL PROGRAM I: PERCEPTUAL-MOTOR EXERCISES. 1968.

Purpose
This program consists of three levels of perceptual-motor exercises to help children develop skills in the following areas: visual-motor, form discrimination, form conceptualization, form constancy, figure-ground discrimination, left-right sequencing, crossing the midline, directional orientation, spatial orientation, body position in space, and eye-hand coordination. This program uses a number of fine motor skills (especially in Level III) to develop the perceptual skills that are listed above. A description of Level III appears in the "Fine Motor" chapter of this bibliography.

Description
Materials in this curriculum consist of three independent levels of student activity books, each with a series of perforated exercise sheets. An instructor's guide for each level provides complete lesson plans for a wide variety of playground and classroom games, chalkboard activities, and craft activities to introduce each concept and to move the student from large motor tasks, through intermediate motor practice, to fine motor control. The culmination of each level of activity is a series of carefully sequenced worksheets which require the association of the concepts that have been learned. Activities are designed for large or small group instruction.

Level I
In Level I the concepts of straight, circular, diagonal, and intersecting lines are introduced. Visual orientation, left to right sequence, and visual-motor coordination are developed.

Level II
In Level II a combination of lines and multi-directional changes are used to develop perception of forms and patterns as well as fine motor control.

Level III
This level is a complete prewriting curriculum designed to help children develop the ability to recognize and reproduce within ruled lines all letters and numerals.

Vendor
Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Catalog numbers:	21-110	Level I	$15.00
	21-120	Level II	15.00
	21-130	Level III	17.00

Fairbanks, Jean H. and Robinson, Janet. FAIRBANKS-ROBINSON PROGRAM. Level I, 1969. Level II, 1968.

Purpose
This program is designed to help children develop skills in the following areas: form and size orientation, figure-ground discrimination, part-whole organization, left to right progression, sequencing, direction following, visual-spatial judgment, visual-motor integration, tactile discrimination, and manipulation and dexterity.

Description
This program consists of two levels which are boxed separately with each containing a detailed instructor's guide, manipulative materials, and an extensive file of reusable worksheets. Supplementary materials for use with

various exercises include unbreakable wooden and tactile pieces, games, puzzles, non-toxic washable crayons, acetate protectors, and Teacher's Stimulus Books. For most effective use, exercises should be presented to no more than two pupils at a time under direct teacher supervision. Exercises are organized in steps of increasing difficulty and may be used for a complete and continuing program of skill development. Activities at both levels include tracing, copying, coloring, cutting, copying patterns, completing dot to dot designs, and working with a variety of puzzles.

Level I

Level I includes ten sections of exercises which are designed to help children develop the basic concepts of circular and straight line, left to right and top to bottom progression, form recognition and discrimination, spatial orientation, attention to detail, and visual tracking.

Level II

Level II includes eleven sections of exercises which integrate skills at a higher level and emphasize eye-hand coordination, manipulative dexterity, fluid movement, complex figure-ground discrimination, memory and recall, position in space, parts to a whole relationship, sequencing, and analysis.

Vendor

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Catalog numbers:	30-100	Levels I and II	$135.00
	30-110	Level I	79.00
	30-120	Level II	69.00

Frostig, Marianne; Horne, David; and Maslow, Phyllis. THE FROSTIG REMEDIATION PROGRAM. 1973.

Purpose

THE FROSTIG PROGRAM is a program for assisting kindergarten and early elementary age children in the development of visual perception. It is designed primarily for use with retarded children, children with perceptual difficulties, and children in special perceptual training classes.

Description

This paper and pencil program provides remedial exercises in the five visual-perceptual areas covered by the FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION. The areas covered are visual-motor coordination (95 lessons); figure-ground (76 lessons); shape constancy (72 lessons); position in space (42 lessons); and spatial relationships (82 lessons). The program includes spirit duplicators for the above lessons and a teacher's guide.

Vendor
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607
Catalog number 3710 Complete FROSTIC PROGRAM
$114.00 (school price)

Gould, Lawrence N. DETECT TACTILE. 1969.

Purpose
This program is designed to help children develop perceptual-cognitive skills, through the sense of touch, for classifying, discriminating, abstracting, and problem solving.

Description
In this program, which is organized into three different levels, the child works from the concrete to the pictorial to the symbolic. As the program progresses, the tasks and responses required become increasingly more complex and difficult. The program was developed for children in grades K-2. In Level I the child works directly with concrete forms; classifies them according to shape, size, and texture; and puts those concrete forms directly onto the workbook page or game board. In Level II the child works from the concrete to the pictorial by learning to move forms to various positions on the detect board and a tic-tac-toe grid. The child begins by following verbal directions and then learns to understand symbolic directions. In Level III the child learns to use some letter symbols to stand for shapes and other letter symbols to represent size and texture.

Level I: General Objectives
1. to develop the child's ability to classify
2. to develop the child's ability to work from the concrete to the iconic
3. to develop the child's ability to note similarities and differences through problem solving
4. to develop the child's eye-hand coordination skills

Level II: General Objectives
1. to reinforce the child's ability to classify
2. to develop the child's ability to work from the concrete to the iconic to the symbolic
3. to develop the child's ability to solve problems in spatial relations, directionality, and symbolization
4. to develop the child's ability to relate the concept of "symbol" to the knowledge of letters and numbers

Level III: General Objectives

1. to reinforce the child's knowledge of geometric forms, numerals, and the alphabet
2. to develop the child's ability to work from the concrete to the iconic to the symbolic
3. to develop the child's ability to symbolize the three dimensions of geometric form
4. to develop the child's ability to solve problems by noting similarities and differences in the symbolization of geometric forms

The kit includes three pupil workbooks, five game boards, five sets of plastic forms, and one Teacher's Handbook. One kit accommodates a group of five children.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 3-950
$59.75 (school price)

Gould, Lawrence N. DETECT VISUAL. 1967.

Purpose
This program is designed to develop perceptual-cognitive abilities through the use of the sense of sight for classifying, discriminating, abstracting, and problem solving.

Description
The program was developed for children in grades K-2. An image is exposed on a screen for a designated period of time, and the children mark a frame on the workbook page which is just like the image they saw on the screen. They then reproduce the image in the workbook and verbalize about it. These verbalizations are designed to help children learn to describe accurately an object or group of objects. The image is then re-exposed.

There are three levels in the DETECT VISUAL program.

Level I
Children find the picture in each row of the workbook that matches the picture they just viewed on the screen. Seven different kinds of images are introduced.

Level II
Children progress beyond matching to discriminating new relationships between images on the screen and those images in the workbook.

Level III
Children draw in elements that are shown on the screen but are missing from the forms provided in the workbook.

Materials include the opta TM which is a tachistoscopic adapter that fits on any standard overhead projector, 136 disc transparencies in folders, three pupil workbooks, and a teacher's manual.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 3-18640
$386.00 (school price)

Hatten, Daniel; Pezzatt, Frank; and Pelkowski, Jerome. ERIE PROGRAM I. 1969.

Purpose
The ERIE PROGRAM was designed for preschool, kindergarten, and particularly for primary school children who are having difficulty in developing reading skills.

Description
The four parts of this program, which are presented in a game format, may be used together as a complete program or separately as individual units. Specific skills dealt with in this program are form discrimination, form constancy, position in space, form conceptualization, form sequencing, left-right sequencing, crossing the midline, figure-ground discrimination, tactile discrimination, and kinesthetic discrimination.

Each unit in this program is boxed separately with a detailed Instructor's Guide. With all four parts, the entire class may be involved in different games at varying levels at the same time, but the number of children able to use any given part varies. The four parts of this program are described below.

Part I
Each of the Visual Perceptual Games (board games) provides the child with practice in recognizing common geometric shapes in different groupings. The games are played on five separate game boards with ten wooden markers. Two children play the game by moving the markers along a path marked with geometric shapes. Moves are determined by using either two dice with colored shapes, two-sided spinners with colored shapes, or a cloth bag with plastic tactile shapes.

Part II
Perceptual Bingo reinforces discrimination skills by having the children work with basic forms. A set of large cue cards in an easel binder is used to "call" each shape to the players who are provided with a series of Bingo sheets.

Part III
Each of the Visual-Motor Template Forms provides practice in the integration of perceptual skills with motor skills. This set of materials includes six individual student workbooks and six eraser pencils. The workbooks include two sets of templates and fourteen worksheet exercises.

Part IV
Perceptual Cards and Domino Games develop skills of form recognition, constancy, memory, sequencing, figure-ground, attention, and concentration. Part IV includes nine different decks of cards which are used for matching and sorting activities.

Vendor
Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Catalog numbers:	35-500	Complete ERIE PROGRAM	$69.95
	35-510	Part I	25.00
	35-520	Part II	19.00
	35-530	Part III	16.00
	35-540	Part IV	13.00

Karnes, Merle and others. EARLY CHILDHOOD ENRICHMENT SERIES: TOYS TO DEVELOP PERCEPTUAL SKILLS. 1970.

Purpose
The curriculum materials in this unit are designed to help children, either individually or in small groups, develop skills in discrimination and perception.

Description
This program includes seven sets of materials and an instructor's guide, which contains a total of sixty lessons, for using the materials. Lesson plans give performance goals, materials, and detailed teacher instructions. These sets of materials are described below.

Colors and Shapes Game helps children develop color and shape recognition, sorting and matching, classification, and fine motor skills. This game includes an assortment of wooden colored beads, which can be strung, stacked, matched to color and shape cards, or sorted into sorting boxes.

Play Chips helps children develop perception and skills in labeling of shapes, matching, and discrimination. This series of activities involves wooden geometric shaped chips and a chip holder.

Stacking Disc helps children develop color recognition and knowledge of dimensional terms. Activities involve the use of multi-colored, wooden stacking discs of graduated sizes.

Stack Scale helps children develop the concept of balance and problem solving with alternative solutions. Activities involve fitting wooden discs on a balance scale.

Happy Face Game helps children develop communication through facial expressions, association of facial expressions with feelings, and picture matching. Children participate in a game which involves a game board and cards with faces depicting different emotions.

Feeley Meeley Game helps develop identification abilities using the sense of touch. Objects are put into a box for children to count, describe, and identify.

Pick Pairs Game develops visual sequencing and memory skills and the ability to reproduce designs and to understand directional clues. Cards with various shapes, designs, and objects are used in a game format.

Vendor
Milton Bradley Company
443 Shaker Road
East Long Meadow, Massachusetts 01028
Catalog number 7909
$52.00

McLeod, Pierce. READINESS FOR LEARNING CLINIC. 1973.

Purpose
The READINESS FOR LEARNING CLINIC is designed to help children develop the perceptual-motor skills that they need in order to succeed in formal classroom learning. THE CLINIC, which can be incorporated into the regular kindergarten or first grade program, provides for diagnosis and treatment of perceptual problems.

Description
The READINESS FOR LEARNING CLINIC is divided into three parts.

Part I
Part I contains twenty-four Body Motor Skills Exercise Cards to help the child develop body image, large muscle coordination, and use of a

dominant hand, foot, and eye. Photos on the front of each card illustrate the exercise; on the back of each card are listed the performance objective, teacher objective, specific teaching suggestions, and methods of helping the child who finds body motor exercises difficult.

Part II

Part II consists of twenty-four activities to help the child develop visual perception skills, twenty activities to help him develop auditory perception skills, and fifteen activities to increase his verbal communication skills. Each activity card gives the activity, the performance objective, the teacher objective, teaching activities, and suggestions for additional activities for the child who has had difficulty mastering skills at this level.

Part III

Part III consists of a 160-page Pupil's Workbook which contains activities to give the child practice in the development of eye-hand coordination through tracing figures, completing mazes, and matching forms. Activities are included to aid in the development of skills in letter formation and word recognition. Performance tools to be used with the workbook are plastic pages, tachistoscopes, and matching cards. A detailed teacher's guide with specific objectives and instructions for each workbook page is included in the kit.

Vendor

J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pennsylvania 19105
Catalog numbers: 43527 Complete Kit $39.80
43526-6 Pupil's Workbook 2.04 each

Manolakes, George; Weltman, Robert; Scian, Marie Jepson; and Waldo, Louis. TRY: EXPERIENCES FOR YOUNG CHILDREN. 1967.

Purpose

This program fosters the development of visual-motor skills and provides opportunities for oral language expression, individualized activities, and an organized sequence of learning experiences. It also involves active participation by the learner.

Description

The activities in this program are organized into tasks at three levels of difficulty. Each task includes an Activity Book which provides both visual perception experiences and extended activities. A teacher's guide provides daily lesson suggestions, many follow-up activities, and diagnostic procedures to enable the teacher to determine the child's progress. All visual perception

experiences encourage the development of left to right and top to bottom orientation and use a matching-to-sample technique to reinforce the child's visual perception through familiar hand movements. The tasks in this program are described below.

Task I
The child works with twenty-four red plastic geometric objects: squares, circles, triangles, and rectangles in three different sizes. The child is asked to discriminate shape, size, and left to right, top to bottom progression by matching the objects to the illustrations in the Activity Book.

Task II
The child is given twenty identical red and white plastic blocks each having four different designs in two solid colors. He must select the correct patterns and match them to the page in the Activity Book.

Task III
At this level, the child moves from working with the abstract shapes of Task I to working with the letters of the alphabet.

Vendor
Nobel and Nobel Publishers, Inc.
I Dag Hammerskjold Plaza
New York, New York 10017
Catalog number F 674-1
$31.00

Rowland, Pleasant. BEGINNING READINESS. 1974.

Purpose
BEGINNING READINESS is a program for children who need more experience with basic readiness skills, have a short attention span, have difficulty following directions, and have difficulty expressing themselves.

Description
The BEGINNING READINESS program includes Student Kits and Teacher Kits. In each Student Kit there are three, sixteen page "Shapebooks" which teach skills around a theme -- a picnic, a parade, a busy street. Skills and concepts are introduced, developed, and reinforced through the teacher's use of multimedia materials in the Teacher Kit, such as filmstrips (five), cassettes (three, sixty minute), sticky pictures, game cards, and duplicating materials for worksheets. Three, thirty-two page "Teacher's Guides" provide step by step lesson plans for every "Shapebook" page. Each lesson plan contains concise objectives and detailed teaching strategies as well as individual, small group, and large group activities to reinforce specific skills and concepts. Each lesson plan includes a reinforcement section with supplementary activities to assist the teacher in planning an integrated curriculum day.

The BEGINNING READINESS program also includes "Sharing Books" in Spanish and English to inform parents of their children's accomplishments.

Some of the skills which are emphasized by this program are: identification of size, shape, color, and position; figure-ground discrimination; pattern sequencing; directionality; classification; eye-hand coordination; manual dexterity; auditory and visual discrimination; and expression.

Vendor
J. B. Lippincott
Educational Publishing Division
East Washington Square
Philadelphia, Pennsylvania 19105

Catalog numbers:	46550	Five Student Kits	$ 5.36
	46551	Three Teacher Kits	64.00

Thurstone, Thelma G. and Lillie, David L. BEGINNING TO LEARN: PERCEPTUAL SKILLS. 1972.

Purpose
This program is designed to help children four-and-a-half to six years of age develop visual perceptual skills.

Description
BEGINNING TO LEARN: PERCEPTUAL SKILLS is designed to be used with the LEARNING TO THINK SERIES workbooks (Thurstone, 1967) and to give more intense training in visual perceptual skills than is presented in the workbooks. This is a one semester program of thirty-eight lessons. The teacher introduces each lesson to the entire class by means of an overhead transparency. Each child is then given a dittoed sheet with a lesson on the skill that the teacher has introduced. The lessons are divided into three levels of difficulty: easy, medium, and hard. Thus, each child can work on the same perceptual skill while working at his own skill level.

The program is designed to help children develop the following skills:

Perceptual Accuracy
1. matching
2. discrimination of similar and different
3. memory

Figure-Ground
1. overlapping pictures
2. pictures hidden behind a maze of lines

Spatial Relationships
1. copying designs
2. mazes
3. pattern completion

Perceptual Flexibility
1. identifying reversals
2. locating pictures or designs of different sizes and/or in different positions

Perceptual Closure
finding an object when only a portion of the object is visible

This kit includes sixty-four spirit masters for each of the three levels, thirty-eight transparencies, four filmstrips, and one Teacher's Guide.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 3-7040
$99.75 (school price)

Van Witsen, Betty. Perceptual Training Activities Handbook. 1967.

Purpose
This handbook is intended to help children develop skills in the areas of eye movement and focusing, form perception, visual memory, visual comparison, visual projection, and eye-hand coordination.

Description
The text is divided into the following chapters: 1) "Behavior Problems," 2) "Teaching," 3) "Visual Training," 4) "Auditory Perception Skills," 5) "Tactile Perception Skills," 6) "Olefactory Perception Skills," 7) "Gustatory Perception Skills," 8) "Kinesthetic Perception Activities," and 9) "Paper Folding."

Vendor
Teachers College Press
1234 Amsterdam Avenue
Columbia University
New York, New York 10027
Catalog number 22936
$2.25

Reasoning

Hodgins, Audrey and Karnes, Merle. EARLY CHILDHOOD ENRICHMENT SERIES: DEVELOPMENT OF NUMBER READINESS. 1970.

Purpose

The materials in this unit are designed to be included in small group learning centers where preschool and kindergarten children practice and expand their number readiness skills.

Description

This unit includes a teacher's guide and a series of manipulative materials. In the teacher's guide, the unit is broken into four areas, each dealing with different pre-mathematical skills. The areas are:

"Simple Matching, Sorting, and Grouping Experiences" in which children learn to group simple classroom materials according to kind, color, and shape (seventeen lessons).

"Discerning and Reproducing Simple Patterns" in which children learn to copy progressively detailed patterns and practice precise visual discrimination, habits of left to right progression, and the concept of "same" (nine lessons).

"One-To-One Correspondence and Grouping by Number" which fosters recognition of identical quantity or number (twelve lessons).

"Expressing Specific Number Groups with Manipulative Materials" which helps children learn to count, to recognize and remember numerals, and to associate numerals with groups of objects (twenty-seven lessons).

The lessons and materials are designed so that a teacher or an aide can present them as activities to a small group of children and can vary the activities to fit the individual level of each student. The materials in this unit include: flannel cut-outs, Teddy Bear counters, counting blocks, peg boards and pegs, jumbo dominoes, number poster cards, counting match-ups, and arithme-sticks. The materials may be used singly and in combination throughout the sequence of lessons.

Vendor

Milton Bradley Company
443 Shaker Road
East Long Meadow, Massachusetts 01028
Catalog number 7911
$55.00

Karnes, Merle. GOAL: MATHEMATICAL CONCEPTS. 1973.

Purpose

This program is designed to provide opportunities for children in small groups to develop initial mathematical concepts.

Description

GOAL: MATHEMATICAL CONCEPTS is a sequential program of 137 lessons which are divided into seven areas: geometric shapes, sets and one-to-one correspondence, whole numbers and rational counting, numerals, addition and subtraction, measurement, and patterning and progression. Each lesson plan includes a learning objective, a list of required materials, a detailed procedure for implementing the lesson, and a criterion activity to test the acquisition of skills. GOAL has been designed so that it can be used by professionals and paraprofessionals both diagnostically and basally. The program includes:

1. Model Lesson Plan Cards
2. Number Numeral Tiles
3. Wooden Dice
4. Path to Math Game Board
5. Flannel Board Aids
6. Add on Cubes
7. Place Value Charts and Sticks
8. Shapes and Number Lotto
9. Templates
10. Geometric Shapes
11. Picture Pattern Cards and Lotto Boards
12. Number Lines

Vendor

Milton Bradley Company
443 Shaker Road
East Long Meadow, Massachusetts 01028
Catalog number 7665
$110.00

Lavatelli, Celia S. EARLY CHILDHOOD CURRICULUM: A PIAGET PROGRAM. 1973.

Purpose

The EARLY CHILDHOOD CURRICULUM (ECC) is designed and organized to foster the development of mental operations and associated language in the areas of classification; number, measurement, and space; and seriation. The program is designed to lay a foundation for the emergence of concrete operations and move the child from Piaget's pre-operational stage into the Piagetian stage of concrete operations.

Description
The core of this program is a short training session conducted by the teacher with three or four children several times a week. During the training sessions the children work with concrete materials to solve problems and develop associated language. There is a separate curriculum kit for each of the three areas (classification; number, measurement, and space; and seriation); and each area is divided into several sets of activities. Materials are stored in a large chest of drawers. The accompanying Teacher's Guide provides detailed directions for group sessions on all three sets, the mental operations which are to be developed, and the language models for the sets. The Materials Kits and Teacher's Guide are to be used with the volume Piaget's Theory Applied to an Early Childhood Curriculum by Celia Lavatelli.

Vendor
American Science and Engineering, Inc.
20 Overland Street
Boston, Massachusetts 02215

Catalog numbers: 0000X2540	Classification (Materials Kit & Teacher's Guide)	$139.50
0000X2530	Number, Measurement, and Space (Materials Kit & Teacher's Guide)	96.00
0000X1330	Seriation (Materials Kit & Teacher's Guide)	53.00
0197B0010	Piaget's Theory Applied to an Early Childhood Curriculum	6.95
46601	Teacher's Guide (single copy)	3.00

The Reader's Digest Association. PLAYSKILLS KIT: A PARENT-CHILD ORIENTED PROGRAM. 1972.

Purpose
This kit was designed to be used in the home by parents to help their preschool children develop cognitive skills.

Description
The materials in this kit include: 2 vinyl game sheets, 120 plastic cards (26 color cards, 26 alphabet cards, 26 shape cards, and 30 Road Game cards), 26 plastic blocks, spin a dial, car tokens, and a parent's guide. This program is divided into ten basic steps.

Step 1 includes getting started activities, such as building with blocks and making patterns on colored surfaces.

Step 2 emphasizes development of skills in matching, sorting, and classifying. Matching activities involve matching numerals and letters; sorting activities involve placing cards into four groups according to the designs on back of the cards; and classifying activities involve organizing information into categories.

Step 3 consists of eleven activities designed to help the child learn the eight basic colors: red, orange, blue, green, purple, brown, yellow, and black.

Step 4 consists of three activities to teach the child the eight basic shapes: square, triangle, circle, oval, rectangle, diamond, star, and hexagon.

Step 5 includes nine activities that are designed to help the child learn left to right progression and sequential thinking. There are eight sequence sets which tell picture stories.

Step 6 is composed of seven activities that help the child learn the letters of the alphabet by matching alphabet letters to squares, matching color cards to letters, and playing Letter Bingo and the Road Game.

Step 7 includes four activities that are designed to help the child form words. Activities include working with animal puzzles (placing animals together to form words) and using the alphabet cards with the color cards.

Step 8 consists of five activities that are designed to help the child learn numerals by matching numerals on cards and by manipulating blocks that correspond to a chart.

In Step 9 the child plays Lotto and Bingo to apply what he has learned.

Step 10 is designed to help the child put into action the knowledge of colors, numerals, and the alphabet by playing the Road Game, which also gives him the opportunity to make judgments, to observe, to interpret, to generalize, to predict outcomes, to make comparisons, and to draw conclusions.

Vendor
The Reader's Digest Association
Pleasantville, New York 10570
$14.97

Sprigle, Herbert. INQUISITIVE GAMES: DISCOVERING HOW TO LEARN. 1969.

Purpose

This program is designed to help children develop skills in classifying, analyzing, generalizing, and problem solving.

Description

The program gives strategies for gathering, organizing, and processing information by emphasizing the "how" and "why" rather than the "what" of teaching. The format of this program is a combination of small group activities and games for up to four players. The author suggests that an adult participate in the games until the children learn the rules well enough to play without supervision. The following are examples of the different games and activities found in the various units.

Human Body

1. Parts of the Body
2. Functions of Parts of the Body
3. Naming and Describing Parts of the Body
4. Putting Parts of the Body Together
5. Putting Parts of a Face Together

Clothing

1. The Clothing Family
2. Paper Dolls
3. Pictures of Clothing
4. Organizing Clothing

Properties

1. Size
2. Texture
3. Weight
4. Shape
5. Color
6. Descriptions of Objects

Food

1. Guess the Fruit (smell and taste)
2. Guess the Vegetable (smell and taste)
3. Pictures of Fruits and Vegetables
4. Guess the Meats
5. Meat and Vegetable Game
6. Meat and Fruit Game
7. Meat, Fruit, and Vegetable Game
8. Milk Products
9. Bread (grain) Products
10. Food Family
11. Organizing Food

Furniture
1. Houses
2. Bathroom and Kitchen
3. Living Room and Bedroom
4. Kitchen and Bedroom Game
5. Living Room and Bathroom Game
6. Organizing Furniture

Animals
1. What is This Animal? (tame animals)
2. What is This Animal? (wild animals)
3. Organizing Animals

Transportation
1. Land Transportation
2. Water Transportation

Applying Strategies and Knowledge
1. Families Game
2. Categories Game
3. Scramble I Game
4. Scramble II Game
5. Clue Game
6. Clue and Rhyme Game

In total, there are sixteen games, two charts, six spinner units, five folders of large pictures, one teacher-directed activity, and the Teacher's Handbook.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 3-8400 Complete set for twenty children
$132.00 (school price)

Sprigle, Herbert. INQUISITIVE GAMES: EXPLORING NUMBER AND SPACE. 1967.

Purpose
This program was designed to complement an existing math curriculum or to be used with informal mathematics teaching.

Description
EXPLORING NUMBER AND SPACE is a set of math oriented games and activities for young children. Instead of teaching mathematics by rote, the games are designed to help the child develop the ability to comprehend relationships which are necessary for the understanding of basic mathematical concepts.

The games also are intended to help in the development of skills in the pre-operational stage as described by Piaget. These skills include the ability to work with the concepts of number, measurement, and space; seriation; and conservation. The author recommends that the materials be used in small groups; thus, each game contains only enough materials to accommodate four children. The teacher introduces the game to the children and plays along until they understand the skills and the rules. The children may then play unsupervised. The teacher's manual contains a sequence chart which provides a summary of the sequence and the objectives for the games and activities. It is recommended that the games and activities be integrated into the teacher's overall curriculum plan. Some of the skills emphasized by the various games and activities are as follows:

1. spatial judgment skills (the Road Game)

2. the ability to classify by color and size and to construct a sequence (white and colored sticks)

3. the ability to recognize numerals and the sets of objects for which they stand (One to Three Game, One to Six Game, One to Nine Game)

4. an understanding of the early concepts of addition and subtraction (various activities, Buy and Sell Game)

5. an understanding of "more than" and "less than" (Animal Toss Game, Land and Water Animals, Theater Tickets)

6. insight into the nature of equivalence (The Two Game, The Three Game, The Four Game, and The Five Game)

Included in this program are fourteen sequenced games with equipment for four children; 610 modular plastic sticks; the Road Game; and a teacher's guide which contains lessons using the activities and games.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 3-8591 (Complete Set for twenty children)
$164.75 (school price)

Language

Bangs, Tina E. Language and Learning Disorders of the Pre-Academic Child. 1968.

Purpose
The author of this text believes that children who have suffered failure in school have done so primarily because their language deficiencies were not detected before they entered school. Her purpose for writing this book, therefore, was to offer a diagnostic and educational answer to this problem by developing a remediation program at the preschool level.

Description
In this informative text, Dr. Bangs offers a guide to the understanding and remediation of communication disorders in the preschool child. Such topics are covered as the operational definitions of the tools and techniques for speech and language assessment and the development of a pre-academic program. Especially valuable information in this book is contained within "A Pre-Academic Curriculum Guide." This Guide covers a four year period, with each year representing a specific class level: Under Three Years Old, Beginning, Pre-Kindergarten, and Readiness. Preceding each class level is a "Child Growth and Development Data" section which provides milestones appropriate for the age range represented in that class.

Within the guide, the section on language skills is divided into two areas: comprehension and expression of oral language. Accompanying developmental activities are given for each area. In addition the text contains "Avenues of Learning" activities, which basically involve short-term memory, visual- and perceptual-motor skills, and social maturity skills. The author discusses pre-academic subjects with instructional activities under such headings as "likenesses and differences," "phonics training," "writing readiness," and "numbers." A breakdown of units (e.g., Zoo, School Routine, Food) for each class level includes innovative and creative classroom activities.

Vendor
Prentice-Hall International, Inc.
Englewood Cliffs, New Jersey 07632
Catalog number 522-797
$10.95

Bank Street College of Education. EARLY CHILDHOOD DISCOVERY MATERIALS. 1973.

Purpose
EARLY CHILDHOOD DISCOVERY MATERIALS was developed by the Bank Street College of Education in New York to encourage the development of the child's language skills, conceptual skills, perceptual skills, and motor skills.

To achieve these goals, the materials were designed to help the child reach out to other people, express his thoughts so that others can understand him, develop his own cognitive processes, understand what others are saying to him, solve simple problems, and feel success and pride in emotional and intellectual growth.

Description

The materials included in this program are divided into two groups.

1. Sets of Interrelated Materials are based on specific themes: in the park, on the farm, at school, playing in the street, at the supermarket, by the tall houses, in the clinic, and in the big store. A set of materials is provided to develop the theme of each unit (folding pictures, Name and Know Books, Turn the Page Books, Put Them Back Boards, What Comes Next Boards, and Look and Listen Books).

2. Also available are Associated Materials which are designed to extend and reinforce specific skills. Associated Materials include Mix and Match Blocks (set of eight), See Through Games (set of twenty), Fold-Out Books (set of six), You Tell Me Books (set of eight), and Add a Picture Boards. The Teacher's Guide presents specific teaching suggestions for developing skills and for using each item. The suggestions are open-ended in order to allow for the creativity of the teachers using the materials. Reinforcement activities are also provided.

Vendor

The MacMillan Company
Front & Brown Street
School Division: Order Department
Riverside, New Jersey 08075

Catalog numbers, Interrelated Materials

27233	In the Park Set	$36.30
27238	On the Farm Set	36.30
27248	At School Set	36.30
27243	Playing in the Street Set	36.30
27253	At the Supermarket Set	36.30
27263	By the Tall Houses Set	36.30
27268	In the Clinic Set	36.30
27258	In the Big Store Set	36.30

Catalog numbers, Associated Materials

27275	Mix and Match Blocks	8.40
27276	See Through Games	59.40
27277	Fold-Out Books	10.50
27278	You Tell Me Books	18.90
27279	Add a Picture Boards	14.55
27280	Pathfinders	19.20
27281	Color Dominoes	6.06
27282	Put Together Boards	11.25

Blank, Marion. Teaching Learning in the Preschool: A Diagnostic Approach. 1973.

Purpose

The book describes a specialized teaching program which the author has developed for children who are functioning poorly in preschool. The author's concern is with preventing and remediating early school failure.

Description

The focus of this program is a structured tutorial approach in which preschool children are individually tutored in short daily lessons. The program is based on three sequential steps: 1) the analysis of the child's functioning; 2) the educational objectives derived from the analysis; and 3) the contents and methods necessary to attain these objectives. The author states that while these are essential stages in any educational program, most school programs focus on Step 3. She, however, feels that specialized programs must begin by assessing the child's level of functioning and proceed from there.

The book consists of two parts. Part I, the "Enhancement of the Teacher-Child Interchange," includes the following chapters:

Chapter 1: "Formulating the Problem"
Chapter 2: "The Language of Dialogue"
Chapter 3: "The Tutorial Interchange"
Chapter 4: "The Wrong Response"
Chapter 5: "Cognition in Contest"
Chapter 6: "Concepts by Principle"
Chapter 7: "The Permutations of a Lesson"
Chapter 8: "An Anatomy of the Teacher-Child Interchange"

Part II, "The Delineation of the Tutorial Techniques," expands on the details of the tutorial program for people who are interested in implementing the author's ideas. The chapters in Part II include:

Chapter 9: "Posing of the Problem"
Chapter 10: "The Problem in its Setting"
Chapter 11: "Teacher-Child Interactions Codified"

Vendor

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216
Catalog number 8971
$5.95

Dunn, Lloyd; Smith, James O.; and Horton, Kathryn. PEABODY LANGUAGE DEVELOPMENT PROGRAM: LEVEL P. 1968.

Purpose

This program is designed to help children develop skills in perception, conceptualization, and expansion of language through an activity approach. LEVEL P uses a large number of materials and makes extensive use of the tactile and visual modes of stimulation. The program begins with "labeling language," then moves to an emphasis on the syntactical and grammatical structure of language, and finally to the stimulation of logical thinking. LEVEL P can be used with disadvantaged kindergarten children, school age trainable retardates, lower primary educable mentally retarded children, and normal three and four year old pre-kindergarten children.

Description

The materials included in this program are listed below.

Teacher's Manual includes 180 daily lesson plans that have explicit directions for presenting the various activities.

Over 400 full color Stimulus Cards (7 x 9 inch) provide visual stimulation and are effective in vocabulary building and associative thinking.

Twenty Family and Home Cards (9 x 10½ inch) show family life and home surroundings.

Six full color Story Posters (28 x 43 inch) encourage labeling and classifying abilities.

Recordings (33 1/3 rpm) strengthen important language concepts.

240 Plastic Color Chips (8 colors, 30 each) interlock for chaining to aid in the development of motor skills.

P. Mooney Bag is a large bag that can be used to conceal prizes, cards, etc.

P. Mooney Stick is a magic wand that can be used to stimulate creativity and imagination of the younger children.

Twenty-one plastic Fruits and Vegetables in life-sized form can be used to teach the names of various fruits and vegetables and to show the concepts of same and different and relative sizes.

The Xylophone and the color-coded and number-coded music cards for the xylophone help the child develop auditory and listening skills.

Boy and Girl Mannequins are twenty-two inches tall and have magnets on the back for placement on any metal surface. There is a wide variety of colored vinyl clothing that provides the opportunity to teach children the appropriate clothing for certain weather conditions or activities.

The Disassembled Mannequin is twenty-four inches tall and is made up of thirteen major body parts. It is equipped with magnets so that it can be assembled on any metal surface. Activities such as identifying missing or inappropriately placed body parts are included.

Three Puppets (P. Mooney, Elbert the Elephant, and Gaslers Goose) are also included.

Vendor
American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
Catalog number 7301
$175.00

Engelmann, Siegfried; Osborn, Jean; and Engelmann, Therese. DISTAR LANGUAGE I. 1967.

Purpose
This program is designed to teach children the language of instruction by teaching basic language concepts. It is intended to be used with small groups of children.

Description
DISTAR LANGUAGE I uses a structured approach to developing language skills to ensure that the child is able both to understand and to use the language concepts that are taught. The Teacher Presentation books, which should be followed precisely, indicate which skills to teach, methods for teaching those skills, the steps used to present a task, which responses are correct, methods for correcting the incorrect responses, and procedures for assessing progress. There are also special "Take-Home Pages" to reward the children for working and to show the parents what their child is learning. The texts include the following:

Book A in which the child learns to use Identity Statements, Polars, Prepositions, Pronouns, Multiple Attributes, Comparatives-Superlatives, Locations, Same-Different, and Only.

Book B in which the child learns Action Statements, Categories, Plurals, Why, Verbs of the Senses, Verb Tense, If-Then, and Before-After.

Book C which contains Parts, Or, All, One, Some-All-None.

The Story Book which contains stories.

The Take Home Book which contains "Take Home Pages."

The Color Book which contains lessons on color, patterns, and shapes.

The storage kit contains spiral-bound presentation books, acetate page protectors, group progress indicators, a story book, and a detailed teacher's guide.

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
Catalog number 7-7700
$216.00

Gray, Burl and Ryan, Bruce. A Language Program for the Nonlanguage Child. 1974.

Purpose
This book, which was written for students, teachers (clinicians), and researchers, presents a behavioral interpretation of language, a resultant teaching strategy, and data from eight years of experience with the method presented.

Description
This program moves the child from simple to complex tasks and from single word responses to complex sentences. It is designed to develop the child's social language through acquisition of a mini-language by which he can generate new and complete sentences. The approach described in this text is incorporated in the curriculum PROGRAMMED CONDITIONING FOR LANGUAGE (Gray and Ryan) which is available only to people trained and certified in its use. For more information write to Burl Gray and Bruce Ryan; Monterey Learning System; 99 Robles; Monterey, CA 93940.

Vendor
Research Press
2612 North Mattis Avenue
Champaign, Illinois 61820
$5.95

Karnes, Merle. GOAL: LANGUAGE DEVELOPMENT. 1972.

Purpose

The GOAL program was developed to promote in young children language processing skills which are necessary in learning to read. The GOAL program utilizes the ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY as the instructional base for prescribing activities. GOAL can be used diagnostically and as the basis for a comprehensive program.

Description

The program consists of 337 game-oriented activities, a teacher's guide, and the following supportive instructional materials: Picture Card Games, Situation Pictures, Templates and Posters, Puzzles, Patterns and Pieces, Spin and Find Games, and Scenes Around Us Murals. The model lesson plan cards are organized into six parts: 1) language processing; 2) lesson objective; 3) materials; 4) procedure; 5) criterion activity; and in some 6) reinforcement activities. Each lesson plan is printed on an 8 x 9 inch card which is color-coded to indicate the processing area. Lessons are designed to be used with small groups or individual children.

Skills taught by the program are listed below.

1. auditory reception
2. visual reception
3. auditory association
4. visual association
5. verbal expression
6. manual expression
7. auditory sequential memory
8. visual sequential memory
9. grammatic closure
10. auditory closure
11. visual closure

Vendor

Milton Bradley Company
443 Shaker Road
East Long Meadow, Massachusetts 01028
Catalog number 7575
$100.00

Kent, Louise R. Language Acquisition Program for the Severely Retarded. 1974.

Purpose

The purpose of the Language Acquisition Program is to teach a language system to severely retarded children. It was designed for oral administration

with hearing, sighted, severely retarded children and has also been used with children who have other handicaps such as visual and hearing impairments, emotional disturbance, autism, and brain damage.

Description

The Language Acquisition Program includes three sections on skills: pre-verbal, verbal-receptive, and verbal-expressive. Each section is further subdivided into phases and tasks. The pre-verbal section is concerned with the child's acquisition of skills prerequisite to language development, including attending behaviors (sitting still, looking at objects) and motor imitation (pointing, tapping). The verbal phases involve the acquisition of receptive and expressive language skills. The verbal-receptive phase begins when the child meets the criterion for motor imitation. The first part of verbal reception, which is the basic receptive phase, teaches limited receptive vocabulary to which the child responds by pointing to named objects. Having completed the basic receptive phase, the training then progresses to the vocal imitation part of the expressive language. The training continues to alternate between receptive and expressive language skills.

Instruction is usually given orally. Manual instruction can be used when needed. For instance, the book includes a chapter on how to adapt the Language Acquisition Program for use with deaf or hard of hearing children.

The program uses teaching procedures based on reinforcement theory, and specific instructions are given on the manner of presentation. Each presentation should elicit successfully more accurate responses. Throughout the process, the teacher uses tangible tokens and/or social reinforcement to shape the child's responses. Lessons are usually conducted in one-to-one sessions. During the course of the training sessions, assessment procedures are used to determine the child's progress. Data are recorded on the child's performance in each session.

Prior to the training session, the child's entry skills are determined by an initial inventory. The actual training session consists of a test of previously learned skills and a teaching segment in which new behaviors are introduced. When a child finishes a stage, the teacher administers a final inventory and a retention check to determine if criterion has been reached.

Vendor

Research Press
2612 North Mattis Avenue
Champaign, Illinois 61820
Catalog number 1212
$5.95

Lee, Laura L. Developmental Sentence Analysis. 1974.

Purpose
Developmental Sentence Analysis is a manual for the assessment of grammatical structure in the spontaneous speech of children. The book presents a procedure for estimating a child's level of language development and provides guidelines for planning interventions. The author draws on psycholinguistic findings and applies them for use by clinicians working with children who have language problems.

Description
Developmental Sentence Analysis describes a method for evaluating a child's use of standard English grammar by studying a taped sample of the child's spontaneous speech with an adult. Dr. Lee states that since Developmental Sentence Analysis uses standard English grammar as its base, it is not an appropriate assessment tool for children who are bilingual or who speak nonstandard dialects of English. However, the authors of this bibliography feel that if the procedure is used not to judge or label children but to objectively ascertain where the child is functioning in the use of standard English, then it should prove to be a useful and systematic tool for teaching children standard English structures.

Developmental Sentence Analysis begins with a discussion of background information on grammatical structure. The rest of the book then gives a detailed description of the assessment method. The chapters included in the book are:

"Taking a Language Sample in a Clinical Setting"
"Developmental Sentence Types: The Classification of Pre-Sentence Utterances"
"Developmental Sentence Scoring"
"Developmental Sentence Analysis"
"Comparison of Developmental Sentence Analysis with Brown's Developmental Stages"
"Statistical Information of Developmental Sentence Analysis"

Vendor
Northwestern University Press
1735 Benson Avenue
Evanston, Illinois 60201
Catalog number 04415
$13.50

Lee, Laura L. Interactive Language Development Teaching. 1975.

Purpose
This book describes a clinical procedure for presenting grammatical structure to children with language-learning problems. The procedure is based on the

developmental model of grammar which is described in Developmental Sentence Analysis, a companion volume by Laura Lee. Developmental Sentence Analysis is an assessment technique; and Interactive Language Development Teaching describes intervention methodologies.

Description

The procedure outlined in this book has been used with groups of preschool children, three to six years of age, who had an expressive vocabulary of thirty to forty words and occasionally used word combinations but whose sentence structure and syntactic skills were far below age level. Children received language training during one-hour clinical sessions four times a week for at least a year. The sessions were designed to avoid the extremes of unstructured language stimulation on the one hand or highly structured imitative drill on the other. The author's methodology utilizes natural adult-child interaction to teach a controlled developmental sequence of language. Most of the book consists of sample language development lessons. Each lesson includes a short narrative by the teacher and target responses for the child. The lesson plans include concepts to be taught, vocabulary, language structures, and materials.

The book includes three major sections:

Section I: "Interactive Language Development Teaching"
Section II: "Language Development Lessons"
Section III: "Use of Interactive Language Development Teaching with Twenty-five Clinical Children"

Vendor

Northwestern University Press
1735 Benson Avenue
Evanston, Illinois 60201
Catalog number 04512
$15.00

Muma, John. "Language Intervention: Ten Techniques." Language, Speech, and Hearing in Schools, Volume 2 (1971). Reprinted in 1971 by American Speech and Hearing Association.

Purpose

In the introduction to this eleven page pamphlet the author states: "The purpose of this paper is to present ten techniques that could be differentially employed in a language intervention program. Selective use of these techniques should not only lead to greater effectiveness but also to increased efficiency in language intervention."

Vendor
American Speech and Hearing Association (ASHA)
9030 Old Georgetown Road, NW
Washington, DC 20014
Single copies: free. For multiple copies at a cost of $58.00 per 100, write to Interstate Printers, Inc.; Reprint Department; 1927 North Jackson; Danville, Illinois 61832.

Novakovich, Harriet and Zoslow, Sylvia. Target on Language. 1974.

Purpose
Target on Language is a manual of 700 activities which the authors state can be used to develop language and cognitive skills in preschool children and children who are culturally deprived, mentally retarded, hearing impaired, or learning disabled. It should be noted that the manual is not a curriculum guide. Its purpose is to provide guidelines for a teaching style which integrates language with ongoing curriculum activities.

Description
The theoretical base of Target on Language is the ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA). Target on Language is divided into two sections: one on curriculum and one on psycholinguistics. The curriculum section has sixteen units covering such topics as food, color, shapes, etc. In each unit activities are described and coded as to which sub-area of the ITPA they correspond. The psycholinguistics area is designed to work specifically on skills needed to understand, organize, and express information. This area is broken into the twelve component skills of the ITPA such as: auditory reception, auditory association, verbal expression, and grammatical closure.

The curriculum and psycholinguistic sections are intended to be used together, and each page in one section is cross referenced to the corresponding page in the other. For example, an activity in the curriculum unit on a category such as "Animals" would also appear in the psycholinguistic section under the specific ITPA process it remediates, such as auditory association or visual reception.

Vendor
Christ Church Child Center
8011 Old Georgetown Road
Bethesda, Maryland 20014
$15.00

Pushaw, David; Collins, Norman; Czuchna, Gordon; Gill, Gary; O'Betts, Gloria; and Stahl, Michael. TEACH YOUR CHILD TO TALK. 1969.

Purpose

The TEACH YOUR CHILD TO TALK materials are designed to be used in a series of workshops for parents of preschool children. The authors hope that through the use of this program many minor speech disorders in school age children can be eliminated and that children will enter school better prepared.

Description

Parents involved in the program attend three, two-hour workshops in which they can gain a better understanding of how to help their children learn to talk. In the workshops, parents in groups of twelve learn normal developmental language patterns, techniques for assessing their children's progress, and activities which can aid growth and development. The atmosphere is informal, and parents are encouraged to ask questions and share comments as the material is being discussed.

The materials included in the kit are: slides, tape recordings, a 16mm film entitled Teach Me to Talk, fifteen parent handbooks, and a workshop manual which contains specific procedures for running the three workshops and a list of questions that parents commonly ask.

Vendor

CEBCO/Standard Publishing Company
104 Fifth Avenue
New York, New York 10011
Catalog number 986
$275.00 (complete kit)

Spruegel, Catherine; Nance, Iva; and Karnes, Merle. EARLY CHILDHOOD ENRICHMENT SERIES: LEARNING TO DEVELOP LANGUAGE SKILLS. 1970.

Purpose

This unit, which emphasizes labeling skills, associative quantities, and categories, provides enrichment activities to help the child develop language skills and improve his or her verbal expression. Attention is also focused on divergent as well as convergent responses, and special emphasis is given to the development of sequential, associative, and expressive language skills.

Description

This program contains twelve different components relating to the development of language skills. These components are:

The Teacher's Guide, which contains over eighty lesson plans for the twelve components.

The Family, in which the child learns to label verbally the family members, and is exposed to a variety of family structures. The child verbally interprets visual clues.

Farm Animals, in which the child verbally labels the animals, talks about their characteristics, associates the animals with their young and their products (cow: milk, etc.), and mimics the animal sounds.

Come Walk With Me playbook, which reinforces the concept of what is on a farm and develops the child's ability to recall a sequence of events. It also increases the child's vocabulary and develops his or her skills in visual association.

Story Kit, in which the child strengthens skills in sequential memory and develops skills in identifying story characters, recalling dialogue, and categorizing characters and objects by size.

Domestic Animals and Pets, which trains the child to label verbally animals and pets, identify similarities and differences among animals, and perceive cause and effect relationships.

Wild Animals, which encourages the development of skills such as labeling, distinguishing characteristics, classifying families, and associating pictures with words.

Animal Lotto Game, which increases the child's vocabulary, improves listening skills, and sharpens skills in interpreting visual materials.

Animal Homes, which strengthens the child's skills of association and following directions.

People and Jobs, which focuses on the association of community workers with the equipment they use.

Community Workers and Helpers, which focuses on the association of community workers and helpers with the services they perform and aids the development of visual and auditory memory.

Seasons, which increases the child's vocabulary and observational skills and his or her ability to use visual clues to make inferences, associate the outer clothing and weather with the seasons of the year, and see cause and effect relationships.

Color Match-ups, which emphasizes the skills of labeling, eye-hand coordination, and classification.

Vendor
Milton Bradley Company
443 Shaker Road
East Long Meadow, Massachusetts 01028
Catalog number 7910
$37.50

Tawney, James W. and Hipsher, Lee Wright. Systematic Language Instruction, Part II of SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM. 1972.

Purpose
The purpose of this curriculum is to increase the level of language functioning in retarded children.

Description
This language curriculum has two basic components: one on content and the other on procedures for teaching the content. The content section consists of vocabulary at a basic level. The procedure section emphasizes the use of group instruction, reinforcement techniques, and specific learning principles to increase the child's acquisition of labels and general language usage.

There are several features of this program which distinguish it from a large number of other language programs. Controlled language statements such as "Touch a _____" are structured so that as the child's language proficiency increases, he or she is introduced to higher level questions, e.g., "Is this a _____?" A controlled learning environment is advocated as is immediate positive reinforcement. The lessons within this curriculum are carefully analyzed by task, with the teaching procedure, reinforcement procedure, and correction procedure outlined in detail. The children are pretested to determine whether or not they are candidates for instruction in any given lesson. Those children who do not pass the pretest are given instruction and then pretested again to determine whether or not they have learned the lesson and are able to advance to the next level. Prerequisite skills for each item are specific, and teachers do not teach a given lesson unless the child has learned the prerequisite skills identified.

This curriculum is highly structured, and the authors consider it essential that the teachers follow the lesson plans very closely until the entire teaching procedure has become programmed into their teaching habits. The authors feel that although this procedure does not allow for creativeness on the part of the teacher, it does increase observable learning and increases behavioral control in the classroom.

Vendor
Interstate Printers, Inc.
1927 North Jackson
Danville, Illinois 61832
Catalog number 1558
$3.95

Social

Anderson, Judith; Lang, Carole; and Scott, Virginia. FOCUS ON SELF DEVELOPMENT: STAGE ONE -- AWARENESS. 1970.

Purpose

FOCUS ON SELF DEVELOPMENT is a developmental program which leads the child to an understanding of self, of others, and of the environment and its effect upon people. It is designed for use in kindergarten through second grade and can be adapted for use in preschool.

Description

The program consists of twenty units, each of which focuses on a specific aspect of the student's self development. Included in this program are five, color filmstrips and accompanying records; four story/activity records; twenty large photoboards picturing situations to stimulate discussion; a teacher's guide with comprehensive unit plans; and a pupil activity book in which a child creates (writes, draws, pastes, etc.) his or her own answer to topic headings such as "I want to be alone when . . . ," or "I like . . . ." Pupil activities included in the program are group discussion, role playing, games, and individual and group projects. The program can be used with one child or with many. Most of the activities require normal language skills (including a minimum of reading skills) and can be used with materials in other subject areas. The program also provides a counselor's handbook to help principals and guidance counselors implement the program and plan in-service training sessions.

Vendor

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Catalog numbers:	5-3500	Complete Kit with records (list price)	$158.70
		(school price)	119.00
	5-3580	Complete Kit with cassettes (list price)	177.35
		(school price)	133.00

Developmental Learning Materials. BIG BOX: BODY AND SELF-AWARENESS. 1974.

Purpose

The BIG BOX is designed to help the young child develop an awareness of his or her own body, discover how it relates to space, and learn how to relate to other living things that are encountered daily.

Description
The BODY AND SELF-AWARENESS BOX consists of the following:

Catalog number	Product
246	Large Body Puzzle (White Boy)
275	Large Body Puzzle (Black Girl)
188	Multi-Ethnic Children Puzzles
154	Body Concept Spirit Masters I (front)
187	Body Concept Spirit Masters II (side and back)
209	Body Concept Template
319	Action Symbols
225	The Many Faces of Children Posters
99	Eight Puzzle Trays
125	Spatial Relation Picture Cards
229	Bean Bags (set of 10)

Also included in this curriculum is a file box of approximately 180 activity cards which are broken into two categories: body awareness and self awareness.

Vendor
Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648
Catalog number 347 (complete set)
$42.00

Dinkmeyer, Don. DEVELOPING UNDERSTANDING OF SELF AND OTHERS (DUSO). 1972.

Purpose
DUSO is a program of activities and materials that are designed to stimulate the social and emotional development of normal five to nine year olds. The DUSO activities make extensive use of a listening, inquiry, and discussion approach to learning.

Description
The activities have been designed to achieve three basic goals: 1) to help the child learn more words to express feelings; 2) to help the child learn that feelings, goals, and behaviors are dynamically related; and 3) to help the child learn to talk more freely about feelings, goals, and behaviors.

The program is organized into eight major units: 1) "Understanding and Accepting Self," 2) "Feelings," 3) "Understanding Others," 4) "Independence," 5) "Goals and Purposeful Behavior," 6) "Mastery," 7) "Emotional Maturity," and 8) "Choices and Consequences."

The activities and materials in this program are interesting, colorful, and motivating. The program can be used by a regular classroom teacher who has no guidance training or by an elementary school guidance counselor. Each activity is part of a coordinated segment of the program, and the teacher may follow the steps exactly as set up (weekly cycle covering one topic) or may introduce his or her own variations and adaptations. The theme segments may also be presented out of sequence by focusing on particular situations which may arise in class.

The DUSO program includes the following materials: two character puppets (Duso the Dolphin and Flopsie the Flounder); six hand puppets representing family members; puppet props; puppet activity cards and role playing cards with suggestions for dramatization; two storybooks which are uniquely designed so that the teacher may hold the book in her lap to read while the children are able to look at the pictures; large posters that emphasize the main point of the stories; and a teacher's manual. The kit is packed in a sturdy, and heavy, suitcase.

Vendor
American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Catalog numbers:	5280	Complete Kit DUSO D-IR (with 21 records)	$106.00
	5281	Complete Kit DUSO D-IC (with 5 cassettes)	106.00

Goldstein, Herbert. THE SOCIAL LEARNING CURRICULUM. 1974.

Purpose
This program is designed to help teach social skills to students in kindergartens and primary schools. It helps children with special needs perceive themselves as individuals and teaches them how to respond to their environment. The goal of THE CURRICULUM is to help children develop acceptable, adaptive behaviors.

Description
This curriculum is divided into ten sections called phases. For each phase, there is a booklet which gives the objectives for that phase, the rationale, references for professional use, and references for student use, including information on books, records, films, and filmstrips. The booklets also include numbered lessons which provide the teacher with information on the phase objective, lists of required materials, methods of preparing to teach the lesson, strategies for teaching, and suggestions for additional activities.

The ten phases of this curriculum are listed below.

Phase 1: Perceiving Individuality
Phase 2: Recognizing the Environment
Phase 3: Recognizing Interdependence
Phase 4: Recognizing the Body
Phase 5: Recognizing and Reacting to Emotions
Phase 6: Recognizing What the Senses Do
Phase 7: Communicating with Others
Phase 8: Getting Along with Others
Phase 9: Identifying Helpers
Phase 10: Maintaining Body Functions

Other components of the curriculum include:

Ten Spirit Duplicating Books
Stimulus Pictures
Scope and Sequence Chart
Teacher's Guide
Three books of supplementary activities in science, physical education, and mathematics

Vendor
Charles E. Merrill Publishing Company
1300 Alum Creek Road
Columbus, Ohio 43216
Catalog number 1550
$195.00

Linford, Maxine; Hipsher, Lee; and Silikovitz, Ronald. Self-Help Instruction, Part III of SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: THE ILLINOIS PROGRAM. 1972 (Experimental Edition).

Purpose
This material is designed to be used by teachers working with preschool children, especially children with Down's Syndrome.

Description
This curriculum consists of four sections:

1. The Dressing Program
2. The Dining Program
3. The Toilet Training Program
4. The Grooming Program

The principles of behavioral analysis and management, task analysis, and errorless learning are used to teach the child to perform independently a variety of self-help skills. The lesson plans are programmed to maximize the child's success at each step. Detailed directions are given in the test to explain exactly what the parent or child care worker should say and do in instructing the child. Each lesson plan provides the following information: lesson objectives; required materials; settings; teaching procedures (pretest, demonstration stage, task request stage, terminal behavior, post-test); notes; and generalizations.

Vendor
Interstate Printers, Inc.
1927 North Jackson
Danville, Illinois 61832
Catalog number 1559
$2.95

Schaeffer, Florence. PROJECT "ME." 1972.

Purpose
The Dubnoff School for Educational Therapy established PROJECT "ME" to develop and demonstrate the use of audio-visual, instructional materials in the training of the handicapped child. Through the use of media, PROJECT "ME" actively involves the child in the learning process.

Description
Filmstrip pictures are projected onto a floor-based screen from the rear of the room, thereby creating a total environment into which the child projects himself and with which he interacts. The child leaves his seat to touch and interact with the images, with other children, and with the teacher. Programmed response pictures offer the child immediate reward and reinforcement.

PROJECT "ME" consists of three parts.

BODY IMAGE I includes ten color filmstrips with cassettes and a Teacher's Manual. This series of filmstrips helps the child learn to name the parts of the body, recognize missing parts, and develop an awareness of body functions and an understanding of the many capabilities of the body.

BODY IMAGE II includes five filmstrips and cassettes and a Teacher's Manual. This set of materials is designed to help the child learn to identify the more difficult parts of the body.

HOW ARE YOU FEELING TODAY? includes six filmstrips with cassettes and a Teacher's Manual. This affective program emphasizes four basic

emotions: happiness, sadness, anger, and fear. Emphasis is placed on recognition of emotions from facial and body movement cues. Children are encouraged to disucss their own feelings and emotions.

The Teacher's Manual for each unit contains behavioral objectives, teaching suggestions, vocabulary, related activities, and a preview script for each filmstrip.

Vendor
Bowmar
622 Rodier Drive
Glendale, California 91201

Catalog numbers:	764	LEARNING WALL	$125.00
	848	BODY IMAGE I	114.00
	996	BODY IMAGE II	66.50
	997	HOW ARE YOU FEELING TODAY?	79.80

Infants

Badger, Earladeen with Edufax, Inc. INFANT/TODDLER LEARNING PROGRAM. 1971.

Purpose

The INFANT/TODDLER LEARNING PROGRAM, a two-part sequential learning program for infants and toddlers, was developed for use by mothers in the home as well as teachers in child care programs. The materials included in this program provide experiences in sensory-motor development as well as in perception, language, and cognition.

Description

The INFANT/TODDLER LEARNING PROGRAM is organized into twenty units, each of which represents a child's level of development from one month to three years. The toys and learning materials are arranged and packaged so that they can be easily identified by developmental level. Ten developmental levels are represented in the activities of the INFANT LEARNING PROGRAM and ten in those of the TODDLER LEARNING PROGRAM.

A teacher's guide provides step by step instructions for presenting each of the program materials and gives suggestions for enrichment experiences. At the end of each activity there is a progress indicator to evaluate the child's mastery of the activity.

Vendor

The Instructo Corporation
North Cedar Hollow Road
Paoli, Pennsylvania 19301
$100.00 for each part
At the time of printing this material was available only as an experimental edition for evaluative purposes. Write to the vendor for further information.

Gordon, Ira. Baby Learning through Baby Play: A Parent's Guide for the First Two Years. 1970.

Purpose

This book contains suggestions for parent activities to stimulate the intellectual and social development of the child during the first two years of life. Activities are designed to help the child develop basic skills, to foster his or her enjoyment of learning, and to improve skills in exploring his or her environment.

Description

The interaction between parent and child is stressed throughout the book. Games and activities are included under the following headings: "Games for the Early Months," "Games for the Sitting and Lap Baby," "Games for the Creeper-Crawler," "Activities for the Stander and Toddler," and "Activities for the Older Toddler."

Vendor
St. Martin's Press
175 Fifth Avenue
New York, New York 10010
$3.95 (paperback)
$6.95 (cloth)

Honig, Alice and Lally, Ronald. Infant Caregiving: A Design for Training. 1972.

Purpose
This manual provides a clear and concise description of the content and approach used to train infant caregivers at the Children's Center, Syracuse University.

Description
The various chapters in this looseleaf notebook focus on personality development, the care of an infant, nutrition, language development, large muscle skills, sense experiences, furnishing, and Piagetian principles. Concrete activities for working with the infants are given, and photographs are used to illustrate many of the concepts and skills.

Vendor
Media Projects, Inc.
201 East 16th Street
New York, New York 10003
$10.95

Painter, Genevieve. Teach Your Baby. 1971.

Purpose
This book presents a complete, tested program of simple daily activities for parents to use with their children (from infancy to thirty-six months) to enhance sensory perception, cognition, language, gross and fine motor skills, and self awareness.

Description
The first three chapters provide parents with information on patterns of development and an overview of the importance of the interaction between parents and infants. The remainder of the book is devoted to planned activities with sample daily programs. Some illustrations are used to provide a clearer description of the activities.

Vendor
Simon and Schuster
Rockefeller Center
630 Fifth Avenue
New York, New York 10020
Catalog number 20860
$6.95

Tronick, Edward and Marks, Patricia. Infant Curriculum: The Bromley Heath Guide to the Care of Infants. 1973.

Purpose
This curriculum guide was developed as a means of sharing the experiences of the staff members at the Bromley Heath Center in Boston. It is intended to assist and provide useful information to other adults caring for infants in group settings.

Description
This guide includes chapters on social and cognitive development, decision making, planning for individual differences, working with parents, materials, and sequences of behavioral development. The manual is designed for use with children between two months and three years of age.

Vendor
Media Projects, Inc.
201 East 16th Street
New York, New York 10003
$10.95

Core

CEMREL, Inc. LANGUAGE AND THINKING PROGRAM. 1973.

Purpose

The LANGUAGE AND THINKING PROGRAM is designed to help children, from three to seven years of age, develop language and cognitive skills. It emphasizes visual and auditory discrimination, vocabulary, and basic reasoning skills.

Description

The LANGUAGE AND THINKING PROGRAM consists of ten packages of multimedia material. Each package includes cassettes, transparencies, picture cards, games, and manipulatives. The packages are described below.

1. Colors
2. Shapes
3. Sizes

Packages 1, 2, and 3 present discrimination, identification, comparison, and combinational activities.

4. Directions presents left-right discrimination and the vocabulary of location.
5. Blends combines activities in packages one through four and is a preparation for the next levels.
6. Action provides pantomime and role playing activities to teach verb forms and pronouns.
7. Functions focuses on sensory discrimination, identification, and classification relating to common objects.
8. Classification integrates the various ways to order and classify things in the environment.
9. Relevant Learning Experiences provides enrichment activities to combine skills learned in previous packages.
10. Let's Start is an introductory unit to teach common nouns and language used in later instructional packages.

The program also includes a teacher's guide for each package. The guides offer suggested lessons which include: instructional objectives, activity lists, and a list of required materials. The guides also contain a record keeping chart, on which to record each child's progress, and criterion referenced mastery tests, which may be used following the completion of each package. The tests are designed to measure the child's achievement of instructional objectives in areas covered by each package.

Vendor
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Catalog numbers:		
3915	Colors	$42.99
3920	Shapes	66.12
3925	Sizes	29.76
3930	Directions	56.22
3935	Blends	26.46
3940	Action	26.46
3945	Functions	72.75
3950	Classification	39.69
3955	Relevant Learning Experiences	26.46

Drost, Jean H.; Elby, Carol; Kaup, Rachael; and Lader, Estelle. THE THRESHOLD EARLY LEARNING LIBRARY. 1973.

Purpose
The three manuals in the EARLY LEARNING LIBRARY are intended to be a comprehensive curriculum guide and were developed to help teachers make the most of materials that are traditionally found in preschool classrooms.

Description
THE THRESHOLD EARLY LEARNING LIBRARY explains how to use the following materials in planning educational experiences for young children: unit blocks, finger paints, cars, boats, and housekeeping furniture. The activities are designed to foster the development of cognitive skills in perception, organization, mathematics, science, language, and social concepts. The contents of the three volumes are outlined below.

Volume I: Perceptual and Organizing Skills. The section on perceptual skills provides thirty-four activities in color relationships, twenty-five activities in shape relationships, twenty-four activities in spatial relationships, thirteen activities in size relationships, and eighteen activities in sound perception. The section on organizing skills includes thirty-four activities in classification, twenty-four activities in sequencing, and sixteen activities in seriation.

Volume II: Mathematical Skills and Scientific Inquiry. The math skills section contains twenty-eight activities in initial experiences with math, forty-one activities in expanding math concepts, and thirty-six activities in improving measurement skills. The section on scientific inquiry consists of thirty-six activities in physical environment and thirty-three activities in life science.

Volume III: Developing Language Competence and Social Concepts. The section on developing language skills includes "Receptive Language: Comprehension" which presents twenty-seven activities for developing initial receptive language skills and eighteen activities in expanding receptive language skills. Also included in the language section is "Productive Language: Communication" which presents eighteen activities in initial experiences with productive language and fifteen activities in expanding productive language concepts. The section on social concepts consists of twenty-three activities on the individual, fourteen activities on the family, seventeen activities on the school group, twenty-one activities on the local community, and ten activities on the world community and cultural participation.

Vendor
The MacMillan Company
School Division
Front & Brown Street
Riverside, New Jersey 08075

Catalog numbers:	95811	Volume I	$7.95
	95812	Volume II	7.95
	95813	Volume III	7.95

Gray, Susan; Klaus, Rupert; Miller, James; and Forrester, Bettye. Edited by Kenneth D. Wann. Before First Grade. 1966.

Purpose
Before First Grade is a paperback book which the authors describe as a program for intervention with culturally disadvantaged five and six year old children who are enrolled in preschool. It is written as a handbook for people interested in developing similar programs.

Description
The following is an overview of the chapters in this text.

"Attitude Development" explains how to develop in children the attitudes that would be conducive to active participation in the learning process in a classroom setting. Particularly emphasized are motivation, persistence, and the ability to delay gratification.

"Aptitudes Related to Achievement" focuses on perception, concept development, and language as major aptitude variables related to achievement. These variables are interrelated, particularly in the methods used to improve the child's ability to perceive his environment more clearly, to broaden his range of concepts and his facility in ordering his world, and to develop his language comprehension and usage to a more effective level.

"Activities Designed to Implement the Program" attempts to show why particular activities were selected and how they were carried out in relation to the attitude and aptitude variables previously discussed.

"Schedule and Lesson Plans" includes a daily schedule, a weekly lesson plan, and several daily lesson plans with evaluation sheets prepared by teachers.

"Work with Parents" explains the three goals of weekly contact with the parents: 1) to provide a bridge for the child between summer school experiences from one year to the next; 2) to provide the parent with more information on the requirements for school and occupational success; and 3) to promote in the parent greater feelings of his or her own worth and the worth of the child.

Vendor
Teachers College Press
1234 Amsterdam Avenue
Columbia University
New York, New York 10027
Catalog number 1464X
$3.25

Lillie, David L. Early Childhood: An Individualized Approach to Developmental Instruction. 1975.

Purpose
Early Childhood Education is a text which presents a systematic approach to planning and implementing individualized instruction for children from two to five-and-a-half years old. This approach is the Developmental Task Instructional System (D.T.I.S.), which stresses both content (what to teach) and method (how to teach).

Description
The D.T.I.S. is a system which can be used by teachers of any theoretical or methodological orientation. It involves four major components: assessment of the child; establishment of instructional objectives based on this assessment; selection of curriculum activities; and structuring of the learning situation.

This book stresses increasing children's competency in six areas of development which have been shown to be closely related to later academic success. The six areas are: gross motor, fine motor, visual perception, reasoning,

expressive language, and receptive language. Titles of chapters in this book are listed below.

"An Introduction to Early Childhood Curriculum"
"The Developmental Task Instructional System"
"Assessing Children"
"Individualizing Instruction"
"Developing Motor Skills"
"Developing Visual Perception Skills"
"Developing Reasoning Processes"
"Developing Language Skills"
"A Developmental Curriculum for Social and Emotional Growth"
"Adapting the Curriculum for the Developmentally Handicapped"
"Planning a Parent Program"
"Organizing an Instructional System"

Each chapter contains a list of learning objectives for the reader, a checklist to help determine if the reader has learned the stated objectives, and a list of suggested activities. The Appendix contains The Carolina Developmental Profile which is an informal checklist for the assessment of skills in young children.

Vendor
Science Research Associates, Inc.
College Division
1540 Page Mill Road
Palo Alto, California 94304
Catalog number 13-6020
$9.95

Nimnicht, Glen; McAfee, Oralie; and Meier, John. The New Nursery School. 1969.

Purpose
The New Nursery School is a text accompanied by six Activity Booklets for planning and implementing classroom activities to help the child: 1) develop a positive self image; 2) develop sensory and perceptual acuity; 3) improve language skills; 4) promote the formation of certain concepts for later learning; and 5) develop the ability to solve problems.

Description
The New Nursery School provides suggestions for classroom and play yard organization and lists materials which can be used to enhance the child's learning. A section is also included on classroom management and administration.

Each Activity Booklet (I - VI) contains instructional activities designed for use by the preschool teacher in her daily planning and provides lessons for a year's work. Generally, material is organized in order of increasing difficulty, with the simplest material in Booklet I and the most complex in Booklet VI. Lessons include objectives, a list of necessary equipment, and detailed teaching procedures.

Vendor
Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Catalog numbers:	9111C00	Complete Package	$13.25
	9111C07	Program Book	5.95
	9111C01	Activity Booklet I	1.50
	9111C02	Activity Booklet II	1.50
	9111C03	Activity Booklet III	1.50
	9111C04	Activity Booklet IV	1.50
	9111C05	Activity Booklet V	1.50
	9111C06	Activity Booklet VI	1.50

Nimnicht, Glen and Brown, Edna. THE TOY LENDING LIBRARY. 1972.

Purpose
THE TOY LENDING LIBRARY is designed to develop a bond between parent and child culminating in a better self image and increased confidence on the part of the child. The program, which is designed to prepare children for school, utilizes toys to foster the child's development of language-perception skills, healthy self concepts, concept formation, and problem solving ability.

Description
THE TOY LENDING LIBRARY includes eight educational toys and assorted parent training materials. Parents attend an eight week course to learn how to use the toys to enhance their child's development.

The eight basic toys and the skills they develop are listed below.

Sound Cans (tactile discrimination)
Color Lotto (problem solving and color matching)
Feely Bag (tactile discrimination)
Wooden Table Blocks (relational concepts)
Bead-O-Graph (visual discrimination and motor coordination)
Number Puzzle (numerical concepts and counting)
Flannel Board (size and shape concepts)
Stacking Squares (problem solving and relational concepts)

Program components are listed below with their catalog numbers and prices.

L414002	Eight Basic Toys	$ 75.00
L414003	Eight Loaner Toys	75.00
L417001	Sound Cans	12.50
L417002	Feely Bag and Shapes	12.50
L417003	Color Lotto	12.50
L417004	Wooden Table Blocks	12.50
L417005	Number Puzzle	12.50
L417006	Flannel Board and Shapes	12.50
L417007	Bead-O-Graph	12.50
L417008	Stacking Squares	12.50
L417009	Overview Filmstrip and Cassette	12.50
L417018	Set of Eight Filmstrips on the Eight Basic Toys	100.00
L403001	Parent's Guide I	1.25
L403002	Parent's Guide II	1.25
L403003	Librarian's Manual	2.10
L403004	Teacher's Aide Handbook	2.10
L403005	Teacher Training Notebook	7.50

Vendor
Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Resnick, Lauren; Feingold, Renee; and Litwak, Sally. THE EARLY LEARNING SYSTEM. 1971.

Purpose
THE EARLY LEARNING SYSTEM (E.L.S.) is designed to individualize teaching of basic skills and concepts; to help each child become more responsible; to diagnose, instruct, test, and reteach; and to involve the teacher, child, and parent in the learning process.

Description
THE EARLY LEARNING SYSTEM focuses on 194 basic skills and concepts which are stated in fifty-one specific objectives. These fifty-one objectives are grouped into seven modules (units). Each module is divided into a number of sequences (lessons). Each sequence has a clearly stated specific objective. The child takes one sequence or part of a sequence each day. Upon completion of each sequence the child is evaluated to determine if he has mastered the material. Within each sequence, within each module, and within the total system, the skills and concepts are grouped in order of increasing difficulty.

The E.L.S. is a multi-media program which is designed to allow each child to work with the materials individually. The system involves three methods of teaching: by teacher, by cassette, and by a combination of teacher and cassette. The method of delivery is determined by the nature of the material presented (concrete vs. abstract; self-instructed vs. teacher-instructed). This system can be used in all kinds of schools; therefore, a choice of management systems is provided. At the end of each instructional sequence, the child is given a "Take Home Slip," notifying his parents that he has completed the objective for each sequence. Parent-child follow-up activities are suggested.

E.L.S. Modules:

Module A. Language of Directions: Entry Skills
Module B. Language of Directions: Locational Skills
Module C. Color Discriminations
Module D. Shape Discriminations
Module E. Quantifications and Set Concepts
Module F. Classification and Language
Module G. Sensory Discriminations

Non-Consumable Components:

1. Early Reading Library (forty Early Reading No-Mark Books, four Early Reading cassettes, one Bumble the Bee Poster)

2. Early Learning No-Mark Library (four each of twenty-three Early Learning Books, four each of the five Early Learning Books)

3. Early Learning Cassette Box (forty-four Early Learning and Early Picture Cassettes)

4. Early Learning Masters Envelope (thirty-five Early Learning spirit masters for student use)

5. Magnetic Shape Set and Shape Cassettes (six poly-bags of forty-six magnetic shapes and strip pieces, twelve shape cards, two cassettes)

6. Children Card Box (six sets of children cards, six children checkerboards)

7. Early Learning Animal Posters (eight 17 x 22 inch pictures)

8. Secret Box ("Dudley's Dog House")

9. Start/Stop Box (four electrical switch boxes)

10. The Early Learning System (text)

11. The Early Learning System Teacher's Manual

12. Record Book

13. Before Book

14. After Book

15. Early Learning Make-A-Mark Books (six consumable instructional booklets)

16. Scratch, Smell, and Tell Sheets (two sheets in an envelope)

Vendor
Educational Developmental Laboratories
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Catalog numbers:	412000	Complete EARLY LEARNING SYSTEM (30 students)	$770.00
	412001	Non-consumables for complete EARLY LEARNING SYSTEM	687.50
	312029	Consumables for EARLY LEARNING SYSTEM	82.50

Consult catalog for prices of individual components.

Thurstone, Thelma G. THE LEARNING TO THINK SERIES. 1972 (Revised).

Purpose
This program was designed to train children in the primary mental skills needed for success in school and to help prepare children to read, write, listen, think logically, understand numbers, and speak fluently.

Description
Based upon factor analytic research, this readiness program was developed for large group instruction but can also be used for small group and individual instruction. Included in this curriculum is a series of four sequenced workbooks which are color coded to indicate level of difficulty. The Red Books are the most basic; Blue, Green, and Gold Books become progressively more advanced. The lessons in the workbooks are also arranged in order of increasing difficulty. Wall charts are available to aid in visually demonstrating the lessons so that each child will understand the task before working independently, and a teacher's manual is provided for each workbook series.

The program develops skills in the following areas:

1. Space Thinking: perceptual pursuit, design copying, pattern completion, reversals.

2. Perception: visual discrimination, accuracy, memory, closure.

3. Fine Motor: dot tracing, aiming, path tracing, picture completion.

4. Reasoning: classification, association, part-whole relationship, bead patterning, picture grouping, and analogy.

5. Quantitative: size discrimination, meaning of numbers, counting, quantitative vocabulary.

6. Word Fluency: picture naming, word rhyming, discussion of pictures.

7. Verbal Meaning: vocabulary, auditory discrimination, auditory sequencing, auditory memory, recognition of initial sounds, verbal precision, verbal judgment, comprehension of sentences.

8. Memory

Vendor
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Catalog numbers: 3-6560 - 3-6563	Red Book	1.58 each (list price)
		1.18 each (school price)
3-6570 - 3-6573	Blue Book	1.58 each (list price)
		1.18 each (school price)
3-6580 - 3-6583	Green Book	1.58 each (list price)
		1.18 each (school price)
3-6590 - 3-6593	Gold Book	1.58 each (list price)
		1.18 each (school price)
Wall chart for the	Red Book	8.52 each
Wall chart for the	Blue, Green and Gold Books	8.32 each

Weikart, David; Rogers, Linda; Adcock, Carolyn; and McClelland, Donna. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers. 1971.

Purpose
This book describes a program which is one of the few attempts to directly adapt Piaget's developmental theory to preschool curricula. It is intended primarily for use by teachers and others involved in program implementation.

Description

The Cognitively Oriented Curriculum, which was developed by David Weikart and his associates over a period of years, was originated in the early sixties as part of the Perry Preschool Project of Ypsilanti, Michigan. The curriculum strategy emphasizes language usage and is based on techniques of "verbal bombardment" which were developed earlier by Weikart and language patterning, which was adopted from the work of Bereiter and Engelmann.

The curriculum has four content areas: 1) classification, 2) seriation, 3) temporal relations, and 4) spatial relations. The text also has chapters on curriculum planning, classroom structure and daily routine, uses of natural and commercial materials, language, socio-dramatic play, and home visits. Special features include an activity guide and descriptions of sample preschool days with comments by teachers in the program.

Vendor

NAEYC
Publications Department
1834 Connecticut Avenue, NW
Washington, DC 20009
Catalog number 127
$3.50

Appendices

APPENDIX A:
REPRINT FROM EPIE REPORT NUMBER 42

The following eight (8) pages contain "Guidelines for Analyzing Kits/Sets of Early Learning Materials." This material has been reprinted, with permission, from Early Childhood Education: How to Select and Evaluate Materials, EPIE REPORT, Number 42, March 1972. (Copyright 1972, EPIE Institute.) For information on membership in and services from EPIE, write: EPIE Institute; 463 West Street; New York, New York 10014.

Early Childhood Education: How to Select and Evaluate Materials, EPIE REPORT, Number 42 contains information intended to help administrators, teachers, and parents plan for and analyze early learning materials and curricula to meet the specific program and child needs. The entire REPORT provides the reader with an overview of human development and early childhood education, a procedure for assessing the need for early education services, a survey of early education materials, and a procedure for analyzing materials and kits. EPIE has scheduled for publication in Summer 1975 EPIE REPORT: Number 68, which will be devoted to early childhood education materials.

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EPIE REPORT, Number 42, March 1972

Guidelines for Analyzing Kits/Sets of Early Learning Materials

These Guidelines are for use in analyzing kits of early learning materials as part of the process of deciding whether any particular one fits the needs of your local situation. The information needed to fill in the various blanks in the outline can be obtained from the producer's literature or salesmen, from professional reviews or analyses, or from examination of kits themselves. (Most producers will supply kits for review.) Basic descriptive information for many kits is contained in the center matrix in this *Report*. You are urged to make a synthesis of the sources of information you use in filling in any blank, and to indicate in the margin what your sources were. You may find you and your colleagues will have more confidence in one sort of information than another, in which case it will be important to know where your information came from.

Another vital source of information is users—people who have tried the kit in situations like yours. If you know of people using the kits you are considering, ask them for first-hand information on how they work with children and what the adults think of them. (In subsequent *Reports* in EPIE's series on early learning materials there will be summaries of user responses collected across the nation. You have an opportunity to contribute to the pool of user responses; at the end of this *Report* is a form to be used to inform EPIE of your opinion of kits you have used.)

Identification

Name of kit/set of materials: _____

Author (s), with affiliations: _____

Producer's Name: _____

Address: _____

_____ (Zip) _____

Telephone: (_____) _____

Distributor (s) (if different): _____

_____

_____ (Zip) _____

1. a) What are the main kinds of materials included in the kit?

_____

_____

_____

_____

b) What are the main reasons for assembly into a kit rather than distributing separately?

- ☐ Specifically engineered to work together.
- ☐ Comparable sets (e.g., programed sets) not available.
- ☐ Reduces teacher time and trouble in assembling materials.
- ☐ Guide or handbooks or training sessions are the main input.
- ☐ Other. Specify: _____

c) Must all components of kit/set be purchased together as a unit?
Comment: _____

d) Are other materials, as supplements or follow-ups for more advanced work, available for use with this material? _____

e) How many kits/sets are required?

- ____ per 25 to 30 children
- ____ per ____ children
- ☐ used by one child at a time
- ☐ used by small groups or dyads

f) What is the cost for 25 to 30 students?
Start-up cost:
Required purchases ..... $_____
Recommended additional purchases $_____
Training ..... $_____
Total ..... $_____

Maintenance cost:
Replacement of materials
(estimated cost after 1 year) ... $_____
Other ..... $_____
Shipping costs ..... $_____

2. a) Is there a Teacher Manual? ☐ No ☐ Yes
Describe what it contains:
Philosophy or Rationale _____

Statement of Objectives _____

Suggestions for Teacher _____

Suggestions for Pupil Use _____

Diagnosis/Evaluation Suggestions _____

Additional resources, reading _____

b) Are training materials and/or programs available?

☐ No
☐ Yes I. Describe: _____

_____

_____

II. Indicate topics covered.

☐ Understanding Children
☐ Philosophy or rationale behind kit
☐ Teaching procedure, sequence, etc.
☐ Diagnostic and evaluative approaches to use
☐ Role of aides, or parents in use of materials
☐ Relationship of kit materials and activities to other materials, activities, experiences
☐ Other:

c) Are diagnostic or evaluative materials available?

☐ No.
☐ Yes; they are included in the kit.
☐ Yes; they may be bought separately at $_____.

d) Are other services available?

☐ No.
☐ Yes. Describe: _____

_____

_____

_____

3. Target population (s): General ☐ primarily adult ☐ primarily children ☐ both

a) Adults:

I. ☐ Teachers ☐ Aides
☐ Parents ☐ Tutors
☐ Volunteers in group programs
☐ Others Specify: _____

_____

II. If the material is *not* suitable for any of the above, tell. which and why not: ____

_____

_____

b) Children:

I. ☐ Nursery School (age 3 to 4)?
☐ Kindergarten (age 5)?
☐ Other?

II. Of a particular development range:
☐ Mature ☐ Middle ☐ Immature
☐ More than one Specify: _____

_____

III. Of particular ability level (s)?
☐ Higa ☐ Middle ☐ Low
☐ Range of levels Specify: _____

_____

IV. Of particular motivational level?
☐ High ☐ Middle ☐ Low

V. Of particular socioeconomic groups?
☐ High ☐ Middle ☐ Low

VI. Of particular ethnic or subcultural backgrounds?
☐ White ☐ Black ☐ Chicano
☐ American Indian ☐ Oriental
☐ Other Specify: _____
☐ Some combination Specify: _____

VII. Of particular types of residential locale?
☐ Urban ☐ Rural ☐ Suburban
☐ Combination Specify _____

VIII. If the material is *not* suitable for children in any of the above groups tell which and why not:

_____

_____

_____

4. Objectives and recommended uses: (Attach additional page, if necessary)
a) What are the main goals? _____

_____

_____

_____

_____

b) For what dimensions of development and learning are the materials appropriate? (Double check (✓✓) most appropriate dimensions; single check (✓) others to which kit/set is also applicable).

I. ☐ perceptual-motor ☐ auditory
☐ visual ☐ motor ☐ combination

II. ☐ cognition and thinking
☐ concept formation
☐ problem solving
☐ specific area Specify: _____

_____

_____

III. ☐ affect ☐ self-concept
☐ attitudes towards self
☐ attitudes towards others

IV. ☐ socialization for school behavior

V. ☐ language and other forms of representation
☐ standard English
☐ language other than English
☐ reading readiness ☐ writing
☐ other Specify: _____

VI. ☐ knowledge of specific subject-matter content Specify: _____

_____

_____

5. Teaching Methods and Procedures for Use

a) Indicate by YES which of the following classroom settings and teaching approaches the material would/should/does function best in, and by a NO in which would/should/does function least well. (Combinations possible)

____ Standard didactic classroom situation: teacher presents lessons, elicits pupil responses, reinforces correct responses through praise.

____ Materials are programed or self-instructing and guide many children's activities.

____ Materials part of wide range of problem and other settings, both everyday-life and subject-area oriented. Children and teachers (adults) contribute equally to set-

ting problems, working out possible solutions, and testing conclusions.

____ Materials serve as ingredients for wide-ranging and open-ended play on part of children. Teacher serves as advisor and support.

____ Instruction carried on mostly in one-to-one tutorial situations with child and adult working in well-defined subject or developmental area, on adult initiative.

____ Teachers model behavior desired on part of students in a variety of classroom and/or other situations (e.g., speaking standard English).

____ Teachers (adults) systematically reward children for desired behavior or responses, using tokens or other tangible rewards.

____ Other. Describe: _____

_____

_____

b) How important is it to use material just as described by producer?

- ☐ Extremely important if objectives are to be achieved.
- ☐ Important to follow instructions.
- ☐ Instructions only suggestive of a number of appropriate ways of using.
- ☐ Directions furnished only to assist inexperienced adult.

c) How much teacher initiative is required?

- ☐ Everything needed is supplied, including instructions. Need only follow.
- ☐ Teacher must collect additional materials and equipment.
- ☐ Teacher must make (daily) preparation for use.

Other. Describe: _____

_____

_____

d) How much adult supervision is required?

- ☐ None.
- ☐ Little or none after first introduction.
- ☐ Can be administered only by an adult (e.g., in lessons).
- ☐ Comment: _____

_____

_____

e) What timing is required?

I.
- ☐ Requires daily presentation in sequential order.
- ☐ Should be available for children's use all the time, but need not be used daily.
- ☐ Other. Explain: _____

_____

II.
- ☐ Used all year long.
- ☐ Used only during _____.
- ☐ Used only at one short time or developmental level. Specify: _____

_____

_____

☐ Other. Describe: _____

_____

_____

f) What kinds of development and/or learning tasks does the material elicit or make possible?

_____

_____

_____

_____

_____

_____

_____

g) What diagnostic or evaluative activities are required of the teacher (adult)?

- ☐ Diagnosis for placement.
- ☐ Evaluation of progress.
- ☐ Other. Describe: _____

_____

_____

6. Conditions of Use

a) What is the relationship of the material and its use to other materials in the classroom?

- ☐ Self-contained unit, best used intact and alone.
- ☐ Self-contained unit requiring use of other materials to supplement activities.
- ☐ Material can be used separately in relation to many other school activities.
- ☐ Other. Describe: _____

_____

_____

b) What knowledge is required on the part of teachers (adults, older children)?

- ☐ Only ability to read and follow directions required. Material is "teacher-proof" or self-explanatory, auto-instructional.
- ☐ Minimum knowledge beyond literacy required. Directions come with material.
- ☐ Special knowledge and skill must be developed through training program supplied by
  - ☐ producer ☐ distributor ☐ other.
  - Specify: _____
- ☐ Special teacher attitudes required (See *Pygmalion in the Classroom*)
  - ☐ but no other
  - ☐ in addition to other
  - ☐ knowledge and skill.
- ☐ Highly trained and experienced teacher required for appropriate use of material.
  - Explain: _____

_____

_____

_____

c) How important are the teacher's (adult's) view of learning and development and the ways in which such views influence teaching style?

I. ☐ Makes no difference ("teacher-proof").
- ☐ Material suggests own appropriate use if children are free to use it.
- ☐ Material usually/probably not selected by teacher who disagrees with its approach.
- ☐ Very important. Explain and describe view required: _____

_____

_____

_____

II. Indicate any teacher views or styles which would not be compatible with use of the material: _____

_____

_____

_____

_____

III. Indicate any teacher attitudes which would get in the way of effective use: _____

_____

_____

_____

7. Which view of development does the material reflect?

☐ Behavioral-Environmental View: Forces in the environment, including teachers and parents, shape children's behavior through patterns of cues which elicit behavior responses and reinforcement contingencies which maintain desired behaviors (and patterns of behaviors): individual relatively passive; mainly external reinforcement. (See Bijou and Baer, Gagne, Skinner.)

☐ Maturational-Nativist View: Individual development is largely programed in the genes which guide the "unfolding" of the individual; individual is dominant, although the environment can inhibit or facilitate growth. (See Gesell, Ilg, Ames of the Gesell Institute.)

☐ Psychomotor Emphasis: The importance of perceptual-motor experience and training are stressed as bases for most other areas of development. (See Doman and Delacto, Frostig, Getman, Gephart.)

☐ Comprehensive-Interactional View

☐ Cognitive-Transactional View: Each individual performs "operation" upon the data of his experience in order to render it meaningful, to resolve dissonance, and to build increasingly differentiated and integrated understanding of the world; relatively active individual meets environment half-way in determining what he becomes; both intrinsic and extrinsic reinforcement. (See Piaget, Kohlberg, Bruner, Hunt, Ira Gordon.)

☐ Psychosexual-Personality View: Individual develops increasing competence and is socialized by meeting and resolving a series of "crises" involving his concept of himself and the demands of the world around him, especially on the part of individuals who are close to him; active individual and strong environmental pressures. (See E. Erikson, R. White, B. White, A. Freud.)

☐ Other. Describe: _____

_____

_____

☐ Some combination of the above. Which?

_____

_____

_____

☐ Eclectic, or makes no difference. Comment: _____

8. a) What evidence of usefulness does the producer offer for goals listed or for other purposes?

☐ Systematic published research. Cite references: _____

☐ Systematic in-house research. Describe: _____

☐ Informal feedback from field, salesmen, etc. Describe: _____

☐ Systematic feedback from users used in
☐ development
☐ revisions of material
Does producer describe feedback and changes?
☐ No ☐ Yes Describe: _____

b) Have you made trial use of the materials?
☐ No ☐ Yes If so:

I. How many classes? _____
II. How many students? _____
III. Entire kit or parts? _____
IV. Evidence obtained: _____

9. Tell how comparable kits/sets of material on the market are like or differ from this one: _____

APPENDIX B:
"DEVELOPMENTAL SKILLS SHEETS"

The following "Glossary of Terms" and "Developmental Skills Sheets" were developed to provide an overview of the specific skills in each developmental skill area emphasized by each curriculum included in this bibliography.

GLOSSARY OF TERMS USED IN THE "DEVELOPMENTAL SKILL SHEETS"

1. GROSS MOTOR. The development of large muscle skills such as running, walking, climbing, throwing, and sitting.

   A. BODY PERCEPTION. The ability to move one's body in an integrated manner around objects and through environments.

   B. STATIC BALANCE. The ability to balance when not in motion; for example, sitting, standing, and balancing on one foot.

   C. DYNAMIC BALANCE. The ability to balance when the body is motion; for example, walking, running, and skipping.

   D. GENERAL BODY COORDINATION. The ability to move in a smooth manner.

   E. SPEED AND AGILITY. The ability to move quickly and easily.

   F. ENDURANCE. The ability to participate in a gross motor activity over a period of time.

2. FINE MOTOR. The development of small muscle skills such as cutting, writing, and bead stringing.

   A. FINGER DEXTERITY. The ability to use the fingers skillfully and easily.

   B. FINGER SPEED. The ability to use the fingers quickly.

   C. HAND AND FINGER DEXTERITY. The ability to use the hands and fingers together skillfully and easily.

   D. HAND AND FINGER SPEED. The ability to use the hands and fingers together quickly.

   E. ARM AND HAND PRECISION. The ability to move and use the arm and hand together in an accurate manner.

   F. ARM STEADINESS. The ability to hold the arm still and to move it smoothly.

3. PERCEPTION. The ability to attach meaning or order to incoming tactile and visual stimuli.

   A. SENSORY AWARENESS. The ability to use the senses to perceive and recognize elements in the environment; to stimulate the use of the senses.

B. INTRA-SENSORY INTEGRATION. The ability to coordinate two or more senses such as eye-hand coordination.

C. PERCEPTUAL ACCURACY. The ability to see similarities and differences in objects and pictures.

D. FIGURE-GROUND. The ability to perceive and distinguish objects seen in foreground and background.

E. SPATIAL RELATIONSHIPS. The ability to perceive objects and their position and/or location in space.

F. PERCEPTUAL FLEXIBILITY. The ability to recognize similarities and differences in size and in orientation.

G. PERCEPTUAL CLOSURE. The ability to draw inferences or conclusions from visual, tactile, or auditory stimuli.

H. PERCEPTUAL MEMORY. The ability to retain and recall general visual and tactile information.

I. DIRECTIONALITY. The ability to start at the top of the page and go to the bottom; the ability to start on the left side of the page and go to the right.

4. REASONING. The ability to combine several elements of prior learning in order to solve a newly encountered problem.

A. ASSOCIATION. The ability to find the connection or relationship between objects that belong together.

B. CLASSIFICATION. The ability to arrange systematically objects into groups according to some definite plan.

C. SEQUENCING. The ability to order events, such as recalling the events of of a story in the proper order. Also the ability to recognize the rule by which objects are sequenced or ordered and to predict which object should come next.

D. ANALOGY. The ability to recognize the relationship between two objects or situations and then identify a similar relationship between another set of objects or situations.

E. PART-WHOLE RELATIONSHIPS. The ability to relate parts of the object to the object as a whole.

F. PROBLEM SOLVING. The ability to figure out a solution to a problem.

G. QUANTITATIVE SKILLS. The ability to use early numerical skills such as size, meaning or numbers, and simple measurement.

H. MEMORY. The ability to retain and recall information.

I. SERIATION. The ability to order items on the basis of a dimension such as size, quality, or quantity.

5. LANGUAGE. The systematic means of expressing and receiving information.

A. STRUCTURAL USE/COMPREHENSION. Use and comprehension of the grammatical structures of standard English.

B. ATTENDING. The ability to pay attention to auditory, tactile, and verbal stimuli for a period of time long enough for learning to take place.

C. SOUNDS. The receptive and expressive use of sounds in isolation or in combination, such as vowel sounds and consonant sounds.

D. IMITATION. The ability to copy the verbal or motor imitation of a model (teacher).

E. AUDITORY RECEPTION. The ability to receive, differentiate, and understand auditory stimuli.

F. AUDITORY MEMORY. The ability to remember general auditory stimuli.

G. AUDITORY SEQUENCING. The ability to remember what is heard long enough to repeat it in proper sequence.

H. AUDITORY ASSOCIATION. The ability to respond in a meaningful way to auditory stimuli.

I. WORD MEANING. The ability to understand words, phrases, and sentences, with a variety of grammatical structures.

J. VERBAL EXPRESSION. The ability to verbally use words, phrases, and sentences in a variety of grammatical structures.

K. MANUAL EXPRESSION. The use of gestures or sign language.

6. SOCIAL. The ability to relate to the environment and to others in a positive and meaningful way.

A. BODY AWARENESS. The recognition of one's body and of body parts.

B. SELF-CONCEPT DEVELOPMENT. The development of positive and realistic feelings about oneself.

C. UNDERSTANDING OTHERS. The realization that other people have feelings and the attempt to understand why they act as they do.

D. RELATIONSHIPS WITH OTHERS. The ability to interact with adults and peers.

E. SELF-HELP SKILLS. The ability to perform certain tasks for oneself, such as eating, drinking, dressing, and going to the toilet.

Developmental Skills Sheets

NAME	PAGE		AGE		GROSS MOTOR								FI
					Body Perception	Static Balance	Dynamic Movement	Coordination	Speed & Agility	Endurance			Finger Dexterity
GROSS MOTOR													
Frostig Move, Grow, Learn Program	5		3-8		●	●	●	●	●	●			
Motor Performance and Recreation Instruction, Part IV of Systematic Instruction for Retarded Children: The Illinois Program	6		3-8			●	●	●	●				
Perceptual and Motor Development in Infants and Children	5		0-8		●	●	●	●	●	●			●
The Slow Learner in the Classroom	6		4-8		●	●	●	●	●				●
FINE MOTOR													
Beginning to Learn: Fine Motor Skills	13		4-6										●
Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Preschool Children	11		4-6		●	●							
Dubnoff School Program I: Perceptual-Motor Exercises, Level III	11		4-8										
Erie Program I, Part III	12		4-8										
Motor Performance and Recreation Instruction, Part IV of Systematic Instruction for Retarded Children: The Illinois Program	12		3-8										●

FINE MOTOR								PERCEPTION										COGNITION														LANGUAGE												SOCIAL	
	Finger Dexterity	Finger Speed	Hand Finger Dexterity	Hand Finger Speed	Arm Hand Precision	Arm Steadiness		Sensory Awareness	Intra-Sensory Integration	Perceptual Accuracy	Figure Ground	Spatial Relationships	Perceptual Flexibility	Perceptual Closure	Perceptual Memory	Directionality		Association	Classification	Sequencing	Analogy	Part-Whole Relationships	Problem Solving	Quantitative Skills	Memory	Seriation		Structural Use/Comprehension	Attending	Sounds	Imitation	Auditory Reception	Auditory Memory	Auditory Sequencing	Auditory Association	Word Meaning	Verbal Expression	Manual Expression		Body Awareness	Self Concept Development	Understanding Others	Relationships with Others	Self-Help Skills
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NAME	PAGE		AGE		GROSS MOTOR								FIN
PERCEPTION					Body Perception	Static Balance	Dynamic Movement	Coordination	Speed & Agility	Endurance		Finger Dexterity	Finger Speed
Beginning Readiness	29		4-6										
Beginning to Learn: Perceptual Skills	30		4-6										
Big Box: Visual Perception	**18**		**3-6**									●	
Detect Tactile	**23**		**5-7**									●	
Detect Visual	24		5-7										
Dubnoff School Program I: Perceptual-Motor Exercises, Levels I and II	20		4-8										
Early Childhood Enrichment Series: Toys to Develop Perceptual Skills	**26**		**3-5**									●	
Erie Program I	**25**		**4-8**										
Fairbanks-Robinson Program	21		4-7										
Frostig Remediation Program	22		3-8										
Let's Look For Program: Project Me	**17**		**3-6**										
Perceptual Training Activities Handbook	**31**		**4-6**									●	
Readiness for Learning Clinic	27		5-7		●	●	●	●					
Ruth Cheves Program I: Visual-Motor Perception	18		5-7										
Try: Experiences for Young Children	**28**		**4-6**										

FINE MOTOR								PERCEPTION										COGNITION												LANGUAGE												SOCIAL				
	Finger Dexterity	Finger Speed	Hand Finger Dexterity	Hand Finger Speed	Arm Hand Precision	Arm Steadiness		Sensory Awareness	Intra-Sensory Integration	Perceptual Accuracy	Figure Ground	Spatial Relationships	Perceptual Flexibility	Perceptual Closure	Perceptual Memory	Directionality		Association	Classification	Sequencing	Analogy	Part-Whole Relationships	Problem Solving	Quantitative Skills	Memory	Seriation		Structural Use/Comprehension	Attending	Sounds	Imitation	Auditory Reception	Auditory Memory	Auditory Sequencing	Auditory Association	Word Meaning	Verbal Expression	Manual Expressio		Body Awareness	Self Concept Development	Understanding Others	Relationships with Others	Self-Help Skills	
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NAME	PAGE		AGE		GROSS MOTOR								FINE	
REASONING					Body Perception	Static Balance	Dynamic Movement	Coordination	Speed & Agility	Endurance			Finger Dexterity	Finger Speed
Early Childhood Curriculum: A Piaget Program	36		3-8											
Early Childhood Enrichment Series: Development of Number Readiness	35		3-5											
GOAL: Mathematical Concepts	**36**		**3-8**											
Inquisitive Games: Discovering How to Learn	**39**		**4-6**											
Inquisitive Games: Exploring Numbers and Space	40		4-6											
Playskills Kit: Parent-Child Oriented Program	37		3-5											
LANGUAGE														
Developmental Sentence Analysis	53		3-5											
Distar Language I	49		3-6											
Early Childhood Discovery Materials	**45**		**3-5**											
Early Childhood Enrichment Series: Learning to Develop Language Skills	**56**		**3-5**											
GOAL: Language Development	51		3-5											
Language and Learning Disorders of the Pre-Academic Child	45		2-5											
A Language Program for the Nonlanguage Child	**50**		**3-8**											
Language Acquisition Program for the Severely Retarded	**51**		**3-8**											
Peabody Language Development Program: Level P	48		3-5											
Systematic Language Instruction: Part II of Systematic Instruction for Retarded Children: The Illinois Program	58		3-8											
Teach Your Child to Talk	**56**		**0-5**											
Teaching Learning in the Preschool: A Diagnostic Approach	**47**		**3-5**											
Target on Language	55		3-6											

FINE MOTOR
PERCEPTION
COGNITION
LANGUAGE
SOCIAL
Finger Dexterity
Finger Speed
Hand Finger Dexterity
Hand Finger Speed
Arm Hand Precision
Arm Steadiness
Sensory Awareness
Intra-Sensory Integration
Perceptual Accuracy
Figure Ground
Spatial Relationships
Perceptual Flexibility
Perceptual Closure
Perceptual Memory
Directionality
Association
Classification
Sequencing
Analogy
Part-Whole Relationships
Problem Solving
Quantitative Skills
Memory
Seriation
Structural Use/Comprehension
Attending
Sounds
Imitation
Auditory Reception
Auditory Memory
Auditory Sequencing
Auditory Association
Word Meaning
Verbal Expression
Manual Expression
Body Awareness
Self Concept Development
Understanding Others
Relationships with Others
Self-Help Skills

NAME	PAGE		AGE		GROSS MOTOR								FIN	
SOCIAL					Body Perception	Static Balance	Dynamic Movement	Coordination	Speed & Agility	Endurance			Finger Dexterity	Finger Speed
Big Box: Body and Self-Awareness	63		3-5											
Developing Understanding of Self and Others (DUSO)	64		5-9											
Focus on Self Development: Stage One – Awareness	63		5-7											
Project "Me"	67		3-8											
Self-Help Instruction, Part III of Systematic Instruction for Retarded Children: The Illinois Program	66													
The Social Learning Curriculum	65		3-8											
INFANTS														
Baby Learning Through Baby Play: A Parent's Guide for the First Two Years	71		0-2											
Infant Caregiving: A Design for Training	72		0-3		●	●	●	●					●	
Infant Curriculum: The Bromley Health Guide to the Care of Infants	73		0-3		●	●	●	●						
Infant/Toddler Learning Program	71		0-3										●	
Teach Your Baby	72		0-3		●	●	●	●					●	

FINE MOTOR
PERCEPTION
COGNITION
LANGUAGE
SOCIAL
Finger Dexterity
Finger Speed
Hand Finger Dexterity
Hand Finger Speed
Arm Hand Precision
Arm Steadiness
Sensory Awareness
Intra-Sensory Integration
Perceptual Accuracy
Figure Ground
Spatial Relationships
Perceptual Flexibility
Perceptual Closure
Perceptual Memory
Directionality
Association
Classification
Sequencing
Analogy
Part-Whole Relationships
Problem Solving
Quantitative Skills
Memory
Seriation
Structural Use/Comprehension
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Sounds
Imitation
Auditory Reception
Auditory Memory
Auditory Sequencing
Auditory Association
Word Meaning
Verbal Expression
Manual Expression
Body Awareness
Self Concept Development
Understanding Others
Relationships with Others
Self-Help Skills

NAME	PAGE		AGE		GROSS MOTOR								FI
CORE					Body Perception	Static Balance	Dynamic Movement	Coordination	Speed & Agility	Endurance		Finger Dexterity	
Before First Grade	79		3-5									●	
The Cognitively Oriented Curriculum	86		3-5										
Early Childhood Education: An Individualized Approach to Developmental Instruction	80		3-5			●	●	●		●		●	
The Early Learning System	83		4-6										
Language and Thinking Program	77		3-7										
The Learning to Think Series	85		5-7										
The New Nursery School	81		3-5					●					
The Threshold Early Learning Library	78		3-5										
The Toy Lending Library	82		3-5										

FINE MOTOR							PERCEPTION										COGNITION										LANGUAGE										SOCIAL				
Finger Dexterity	Finger Speed	Hand Finger Dexterity	Hand Finger Speed	Arm Hand Precision	Arm Steadiness		Sensory Awareness	Intra-Sensory Integration	Perceptual Accuracy	Figure Ground	Spatial Relationships	Perceptual Flexibility	Perceptual Closure	Perceptual Memory	Directionality		Association	Classification	Sequencing	Analogy	Part-Whole Relationships	Problem Solving	Quantitative Skills	Memory	Seriation		Structural Use/Comprehension	Attending	Sounds	Imitation	Auditory Reception	Auditory Memory	Auditory Sequencing	Auditory Association	Word Meaning	Verbal Expression	Manual Expression		Body Awareness	Self Concept Development	Understanding Others	Relationships with Others	Self-Help Skills
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APPENDIX C:
LIST OF VENDORS

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In 1968 the enactment of the Handicapped Children's Early Education Act authorized the establishment and operation of model early education projects. These 150 projects are collectively referred to as the First Chance Network. The responsibility for administering this program was accepted by the Bureau of Education for the Handicapped, Office of Education. The projects are designed to develop and demonstrate effective approaches in assisting handicapped children during their early years and are structured so that other communities can replicate, or adapt, exemplary components of the projects to meet their own needs in similar projects.

The Bureau of Education for the Handicapped has as its overall goal the equalization of educational opportunity for handicapped children by providing the leadership and resources needed to help the handicapped achieve their fullest potential and participate constructively in society to their maximum abilities. The long-range objective of the Handicapped Children's Early Education Program is to stimulate services to all of the estimated 1,000,000 preschool-aged handicapped children by 1980.

The Technical Assistance Development System (TADS) was established in Chapel Hill, North Carolina by BEH to provide a wide array of special support services for the First Chance Network. Services most often are offered to First Chance projects in the areas of program planning and evaluation, intervention, outreach and replication, and media and information.